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The President's

Annual Report  
*for the*  
One Hundred Twenty-sixth Year

August, 1963

QUAKER

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Guilford College

Greensboro, North Carolina

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# GUILFORD COLLEGE'S 126th YEAR

June 1, 1962 to May 31, 1963

## Introduction

During the first year of the second quarter of Guilford College's second century of continuous educational service, marked progress was made toward completing the Charles A. Dana Challenge, toward stabilizing an enrollment of 850 students, and in making a re-study and a clear articulation of Guilford's liberal arts educational program.

## Guilford's Liberal Arts Program

The liberal arts program is a distinctive American pattern for learning. Most independent, church-related colleges, organized with emphasis upon this program, bear great and significant responsibility today to transmit to the present student the acquired wisdom of all time with a deepening appreciation of the spiritual environment from which it emerged.

The high purpose of a liberal arts education is to cultivate and equip the student with the basic knowledge of world culture in order that he may use the accumulated experience and wisdom of the past in assuming his responsibility of giving creative and discerning leadership to the ever increasingly complex and difficult problems facing all mankind today.

A liberal arts training is also the basis upon which specialized and professional, and indeed, all future learning rests. If we are to avoid the withering of a "cut flower" civilization and make relevant the "explosion of knowledge," the liberal arts discipline of mind is essential. During recent years there has been an increasing domination of specialized training, which is fragmentation of information from extremely important research; it lacks, however, the equally important intelligent process of selecting, discriminating and searching for meaning and purpose. Only where information and facts are made cohesive, relevant and meaningful do they become an integral part of the accumulated knowledge and wisdom of world culture.

Ideally, a liberal education should provide students with information, intellectual discipline, and the opportunity to make mature judgments. During the ages, it has emphasized five areas of the learning process: to make the student aware of the historic orientation of man's intellectual and spiritual achievements; to introduce him to the basic recurring ideas and problems confronting him, and to the attempted solutions that men have given to his intellectual and

spiritual queries; to inform the student concerning the basic scientific information and data that have been collected about nature and man; to cultivate continually an appreciation of his rich and significant aesthetic heritage; and to teach him to attain an ever-deepening insight into his moral and spiritual nature. All of these achievements are for the noble and high purpose of wisely interpreting the experiences and of creatively improving the environment of his fellow men.

Liberal arts education, when it has been most successful, has also provided a shared community life. The leaders of this movement have always endeavored to establish social relationships as they should be, and not as they are in the world about them. Until very recently it has been agreed that the social unit — the liberal arts college — should be relatively small so that the individual can always be identified and thereby made increasingly responsible for the fruition of agreed upon goals and purposes of the community of scholars.

Out of such a program, as described above, and out of such an environment, excellence can be expected in, and achieved through, high intellectual, social, moral and spiritual PERFORMANCE. This excellence is also reflected in the quality of the fellowship and in the mutual acceptance of the high purposes and goals of the community of scholars, and finally attested by the developed high-mindedness of the alumni of the liberal arts college.

Thus, the distinctive purposes of a liberal education are to equip the student with essential, selected knowledge and with the ability to interpret the problems of his day and to select wisely his role in solving them. To do this effectively, he must develop a realization that the disturbing situations of the present times are best understood and most adequately resolved in relation to the timeless.

## Enrollment

Total enrollment at the Guilford College campus was 979 for the year, with an enrollment of 875 for the first semester, 835 for the second, and 44 for the summer session only.

At the Greensboro Division the enrollment was 1,266 for the year. Further details on this unit can be found in the special section devoted to the division's report.

Six hundred seventeen of the students on campus came from 48 counties in North Carolina, with 237 from Guilford County, including 187 from the City of Greensboro. Also represented in the student body were 21 other states and the District of Columbia. New Jersey led with 59, New York had 49, Virginia 42, and Pennsylvania 40. Seven foreign countries were represented: Belgium, Chile, Cuba, England, Kenya, Korea, Syria (U. A. R.).

In church affiliation, the student body represented 30 groups, covering 26 Protestant denominations, Orthodox and Roman Catholic Christians, as well as the Jewish and Zoroastrian faith. The largest groups were Methodist, with 195; Baptist, 174; Society of Friends, 159; and Presbyterian, 127.

Family tradition is still strong at Guilford, and a number of young people who are now attending proudly follow in the footsteps of parents, grandparents, or even great and great-great-grandparents.

### Founders Day

Founders Day, observed on Friday, October 19th, in celebration of the 126th anniversary of Guilford's founding, featured a morning lecture by Chancellor John T. Caldwell of North Carolina State College, on "Science in a Liberal Arts College." He emphasized the importance of a balanced educational program, reminding his hearers that it is essential for the educated man or woman to understand science and its effect on our daily life and our present world.

At eight o'clock that evening, Richard M. Sutton, Professor of Physics at California Institute of Technology, gave the 13th annual Ward Lecture. His subject was "Quaker Scientists." He suggested that the achievement of Friends, through the years, in scientific work, was the natural outgrowth of their interest in observing nature and of their desire to alleviate physical and mental suffering. His current studies show that present-day scientists who are Friends attribute their interest in the field to open-minded attitudes in the home and school. However, one-third of those Quaker scientists he recently questioned, stated that they became Friends *after* choosing a scientific career. They were attracted both by the seeking, experimental religious attitude, and by the freedom from dogmatic authoritarianism. According to Richard Sutton, Quaker scientists should be valuable leaders towards a better world, because they are rational thinkers who have the dynamic of a living faith.

### Convocation Honoring Dana Scholars

On January 7, 1963, there was a special convocation in honor of the thirty Dana Scholars for the academic year 1962-1963. These scholars are selected annually on the basis of scholarship and qualities of leadership. To be eligible, a student must have completed at least one year at Guilford College, and he may be reappointed for succeeding years if he qualifies. The scholarships are made possible through the generosity of Charles A. Dana, New York industrialist and philanthropist, who has been the greatest single benefactor of Guilford.

The student body and the Dana Scholars were addressed at this program by D. Edward Hudgins,

Senior Vice-President and General Counsel of the Jefferson Standard Life Insurance Company and secretary of the North Carolina Rhodes Scholar Selection Committee. A Rhodes Scholar in 1929-1931, Mr. Hudgins received his jurisprudence degree at Oxford University in 1931. His talk emphasized the present need for truly liberally educated men and women as leaders for the future.

### Rufus M. Jones Day

Moses Bailey, Visiting Professor of Religion at Wilmington College and formerly professor at Hartford Theological Seminary, was the special guest of the college for the programs on Friday, March 29, 1963, honoring the 100th anniversary of the birth of Rufus M. Jones, beloved member and leader of the Society of Friends and longtime friend of Guilford College.

Moses Bailey spoke both at the morning convocation and at a special program in the evening at Dana Auditorium. With his characteristic, delightfully gentle humor, and with contagious enthusiasm, he recounted the outstanding qualities that so endeared Rufus Jones to everyone, and particularly to college students. Moses Bailey urged Friends today to follow in the way Rufus Jones so clearly led — finding steady power in Friends worship, uniting Friends and their friends in working for great causes, and bringing creative imagination to bear upon the great problems and needs for our day, as we face the future.

In honor of this occasion, the college prepared a limited number of copies of the baccalaureate sermon given by Rufus Jones at Guilford College on May 23, 1937, the Centennial Year. By means of a special process these copies were reproduced in Rufus Jones' handwriting, as he supplied the manuscript following his speech, and his words are as timely as if spoken today.

### Alumni Day

Guilfordians returning to the campus for Alumni Day, June 1, established a cordial, friendly atmosphere for the commencement weekend. This year's observance provided a busy schedule of activities, as usual. Class reunions, as well as the luncheon, the reception on the attractive terrace of the New Men's Dormitory, and the bountiful buffet supper in the enlarged dining room at Founders Hall, were unusually well attended.

The Alumni Day program this year was particularly successful, and the schedule was both carefully planned and smoothly carried out under the direction of Marion Ralls '48. Charles Hendricks '40 was the banquet speaker and gave a most helpful and stimulating talk. Notable among reunions was that of the Class of 1913, of which Ella Young Wood is the dynamic leader. This was the 50th reunion of this class and it was attended by almost all of the living members. The Era Lasley Scholarship, its project, honors the member who served the college as Registrar so faithfully and efficiently for so many years. Particular appreciation for the day's success is due to Audrey Smith Duncan '51, Jack Tilley '49, Charles Milner '33, and John Googe '50.



The Alumni awards this year included the Key Senior Award to Richard A. Golby, the Senior Athlete Award to Thomas E. Barnes, the Undergraduate Athletic Award to Elwood G. Parker, and the Achievement Award to Gary T. York.

At the closing session, the retiring president, W. L. Beamon, received special commendation for his promotion of alumni response to the Dana Challenge. B. Clyde Shore '25, and valuable member of the board of trustees since 1958, received the Distinguished Alumni Award, which was presented by his classmate, V. R. White.

Further details of alumni activities are given in a special section of this report.

### Baccalaureate Sunday

Douglas V. Steere, Professor of Philosophy at Haverford College and well known author, preached the Baccalaureate Sermon on Sunday morning, June 2. As a special guest he was an inspiring participant in the early morning worship after the manner of Friends, held at nine o'clock in the Mary Pemberton Moon Meeting Room of Dana Auditorium. Haverfordians in the neighborhood were invited to join with Guilford Friends for this meeting and for a brief social hour afterwards.

The sermon given by Douglas Steere at the eleven o'clock service in the main auditorium was a moving plea to venture forth, to act upon faith. Without this positive step into the unknown, our faith is vague and powerless; with it, although falter we must, our call is met with God's hand, and His sustaining power strengthens us and leads us to fulfill His high purposes.

A reception by President and Mrs. Milner in honor of the graduates was held that evening in the foyer of Dana Auditorium. Dr. and Mrs. Arthur Larson and Dr. Steere stood in the receiving line with the Milners to greet the seniors and their families and friends. After a delightful program by the Guilford College A Cappella Choir, directed by Jerry M. Smyre, and accompanied by Claude K. Cook, refreshments were served to those present, who then enjoyed a social hour.

### Commencement

Arthur Larson, Professor of Law and Director of the World Rule of Law Center at Duke University, was the commencement speaker for the largest spring graduating class in Guilford's history, with 132 receiving diplomas. A tall, powerful figure in his scarlet Oxford gown, with regalia denoting his status as a Fellow of Pembroke College, Dr. Larson gave an impressive address. He asked the graduates to consider carefully the values upon which their country was founded and developed. Individual freedom and enterprise, always the American tradition, are still strong and forceful today. America need not fear socialism, communism or totalitarianism. Even national programs for the welfare of citizens are influenced to good effect by the emphasis on individual independence. In conclusion Dr. Larson urged young people to preserve a sound faith and the spirit of creative adventure.

### Other Convocations and Special Programs

Information, coordination of interests, and inspiration for the entire college fellowship was provided during the year by carefully planned chapels and convocations. For the second year, these presentations were greatly enhanced by being given in the Charles A. Dana Auditorium, which affords a setting that is both gracefully attractive and unusually well equipped.

As usual, local talent contributed freely to the year, with students and faculty participating in many programs. Representative ministers, priests, and rabbis from the community also gave their valuable time to come and speak to convocations.

Before and during Religious Emphasis Week two effective panel discussions were featured. "Montie" Milner, president of the senior class, presided at the first, which considered "Religion on the Campus." Panelists were Byron Haworth, Clerk of the North Carolina Yearly Meeting of Friends; Seth B. Hinshaw, Executive Secretary of that body; Cecil E. Haworth, minister of High Point Friends Meeting; and Victor Murchison, minister of Winston-Salem Friends Meeting. The second panel, at which "Pat" Larracey, president of the junior class, presided, discussed "Service Through My Vocation." Panelists were leading citizens of Greensboro: William B. Little, Secretary of the Chamber of Commerce, representing business; Luther C. Medlin, Principal of Page High School, education; Charles F. Myers, Jr., President of Burlington Industries, industry; and McNeill Smith, attorney, the law.

The Fine Arts Program of the Association of American Colleges again provided some of the year's outstanding events. Especially well received were the lectures by Lisa Sergio, editor of *World Around Press*, who talked about "The Power of Youth in Today's World," the Ballet Margo from Holland; the art exhibit and lecture on art by Harriet Fitzgerald of the Abingdon Square Painters of New York; and talks by Denis Baly, a visiting Danforth Lecturer, expert on Biblical archeology and history.

A wide variety of musical programs was given during the year. Vocal programs were given by Guilfordian Howard Coble, baritone, and his cousin, Georgianne Coble Jordan, soprano; former faculty member at Guilford, Peggy Russell, soprano, gave an evening concert. Other singers were John Fleming, baritone-actor, and Ursula Zollenkopf, German contralto. Instrumental artists included Artiss and Charlotte de Volt, harpist and violinist respectively; Joseph Zverov, flutist; pianist, Greta Sultan (half-sister to Dr. Curt Victorius of the faculty); and the Belle Choir, a group of bell-ringers. Guilford College's newly-formed band, under the leadership of Sheldon Morgenstern, gave a very well received program, as did also the Grimsley High School orchestra.

The Guilford College A Cappella Choir, under the direction of Jerry M. Smyre, presented in the fall a delightful Christmas Concert as well as the customary program from Handel's *Messiah*. In the spring the choir sang the Brahms *Requiem* and followed a successful Southern tour with the annual Home Concert.

Guilford's dramatic group, The Revelers, presented the Irish drama, "The Playboy of the Western World,"

in the fall, and in the spring joined with choir members and other talented students to stage the musical with a Pennsylvania Dutch setting entitled "Plain and Fancy."

Faculty members from Woman's College of the University of North Carolina contributed two lectures in their respective fields: Laura G. Anderton, biologist; and Cornelius Krusé, visiting professor of philosophy.

Dr. Krusé's lecture was part of a special program honoring the Guilford Scholarship Society, in connection with the annual banquet and reception of new members. His subject was "Humanity's Need for the Humanities." Dr. Leallyn Clapp, Professor of Chemistry at Brown University, was also a special speaker for this occasion. Dr. Clapp is one of the distinguished chemistry teachers serving as visiting scientists under a program of the American Chemical Society's division of chemical education, supported by the National Science Foundation. Under this program he stayed on the Guilford campus for several days visiting classes and talking with students.

### Alumni Activities

Guilfordians were unusually active during the past year, with wide participation in the college's Dana Challenge Program, as well as enthusiastic support of local alumni organizations and meetings. Nineteen different groups were visited by the alumni secretary and/or members of the college faculty and staff. Everyone responded with keen appreciation to the special program featuring colored slides of campus scenes, college personages, and student activities. Special thanks is due to Charles Hendricks for collecting and arranging this material with great care and skill.

While at least 200 alumni continued to complete payments on their Century and a Quarter pledges, approximately 1,450 more gave donations in excess of \$100,000 to help meet the Charles A. Dana Challenge to Guilford College. W. L. Beamon '32 and Seth C. Macon '40 were the valuable leaders of this effort to complete the alumni quota.

During the past year the executive committee of the alumni association has become increasingly interested in college affairs and in making the alumni a more vital factor in Guilford's progress. The by-laws have been re-examined and the structure of the association freshly evaluated, with a view to recommendations for future improvement.

### Yearly Meeting Relations

The most tangible evidence of cooperation between the North Carolina Yearly Meeting and Guilford College was the generous and wholehearted response of Friends and Monthly Meetings to the college's appeal for help in meeting the Charles A. Dana Challenge. Co-chairmen of the Quaker completion campaign were F. Duval Craven and Sarah Mendenhall Brown, both of Greensboro. Their efforts followed an earlier program effectively promoted by Luby R. Casey of Goldsboro, chairman of the Committee on Public and Yearly Meeting Relations of the Board of Trustees. A total of \$51,145 has been pledged and given to the college in this effort to date.

Members of Guilford's faculty and staff, the A Cappella Choir and other student groups, and individual students visited 28 Monthly Meetings during the past academic year. They participated in meetings for worship, gatherings of Young Friends, Sunday School classes, women's missionary meetings, and groups of Quaker Men. The college's director of Yearly Meeting relations, or some other representative of the college, attended sessions of 10 Quarterly Meetings and all the meetings of the North Carolina Friends ministers.

Sunday, April 28, was observed in all meetings of the North Carolina Yearly Meeting as Christian Higher Education Sunday. The attractive bulletins furnished by Guilford College for this special occasion were used for announcements and program.

Letters with information and application forms were sent to all young Friends graduating from North Carolina high schools in 1962. Wherever possible, this correspondence was followed by a personal interview.

Among the June graduates this year were 15 Friends, one receiving the bachelor's degree with honors, and one with high honors. It is interesting to note that three Guilford College students served during the college year as directors of work with young people in local Friends Meetings. The Young Friends Fellowship on the campus held regular meetings during the year, with a successful program of discussion and activities. Guilford faculty members continued to take an active interest in the work of the North Carolina Yearly Meeting, as well as in local Monthly Meetings, as shown by their service during the year on boards and committees.

Again this year the college was host to the North Carolina Ministers Short Course in February. Guilford was also host this spring to a successful American Friends Service Committee Seminar for High School students.

### Graduate Program

The graduate program in religion continues with a small number of interested participants. During the past year, five students have been enrolled, three of whom were Friends. In addition to these, one other student (a Friend) has been working on her thesis. Two of the students taking courses this year have now finished all course requirements.

Several new students are in prospect for next year, and it appears that sufficient support and concern exists to continue to promote this program quietly and steadily. Some interest has been expressed among the ministers of the North Carolina Yearly Meeting, and it is hoped that the program may in its own way help to develop and strengthen relations between the Meeting and the college.

### Faculty and Staff

At the beginning of the second semester of the 1962-1963 academic year, Registrar Carl W. Galloway left to continue his studies in education at the University of North Carolina, and Floyd A. Reynolds, Instructor in Mathematics, assumed the responsibilities of the Registrar's office.

At the close of the second semester, Herbert T. Appenzeller resigned as Dean of Men. He will remain

on the faculty as Professor of Education and Director of Athletics.

Again during the past year Guilford's program of aid to faculty members in securing their graduate degrees proved of great encouragement. Three members of the faculty have been on such leave. Hiram Hilty, Professor of Spanish, has been completing his course work for the Ph.D. degree from Duke University; Carl C. Baumbach, Associate Professor of Music, has been finishing his studies in music for the Ph.D. from the Eastman School of Music of the University of Rochester; Thomas J. Moore, Assistant Professor of Business Administration and Secretarial Studies, has been working toward his Ph.D. at the University of North Carolina at Chapel Hill.

At the Haverford College commencement exercises on June 7, 1963, President Clyde A. Milner was awarded an honorary Doctor of Laws degree, with the following citation:

"Clyde Alonzo Milner, Quaker-born Southerner, graduate of Wilmington College and recipient of a Master of Arts from Haverford and a Doctor of Philosophy from Hartford Theological Seminary, outstanding national leader and college educator of the Society of Friends, first at Earlham, and then able, tireless, imaginative president for twenty-nine years of Guilford College when it quadrupled its size and grew equally in strength; local civic leader, champion of improved educational standards for the church-related colleges of North Carolina, implementer of integration in his own college."

Ernestine C. Milner, Professor of Psychology, who has served two years as the able and effective president of Altrusa International, handed over the gavel to her successor on July 25, 1963, in Philadelphia, at the 28th biennial convention of this pioneer classified club for business and professional women. She will continue to serve on the executive committee as immediate past president of the organization. Through her service in this important office and the far-flung work of Altrusa International, with clubs in ten countries and a membership of 16,200, Guilford College has become more widely known,

#### New Appointments

John Moses Pipkin is the newly-appointed Assistant Professor of Religion and Director of Yearly Meeting Relations. He holds both the A.B. and the M.A. from Guilford College in the field of religion, having received the first graduate degree ever granted by the college. He comes to teaching from a most successful ministry in the White Plains Friends Meeting. Two of his daughters, Carolyn (Mrs. Richard Ott) and Susan (Mrs. James Varner) graduated from Guilford. He and his wife, Maybelle, have another young daughter, Roseanne, still at home.

Earl Wallace Redding has been named Acting Dean of Students and Assistant Professor of Philosophy. After receiving his A.B. from Guilford, with a major in religion, he served as minister of Belvidere

Friends Meeting and then of Miami, Florida Friends. He received his M.A. from the University of Miami. His concern for Cuban Friends and refugees led him to work with the government program for resettlement, which came to require all of his time. He and his wife, Helen Duke Redding, a Montreat College graduate, have two boys and a girl.

Wesley Thompson Andrews, Jr., of Greensboro, has been appointed Assistant Professor of Economics. He holds the A.B. from Duke University and the M.B.A. from the University of North Carolina. He taught the beginning accounting courses in the Executive Program at the University of North Carolina and has also taught at the American Institute of Banking and worked as an accountant in industry. He and his wife have three small children.

James Burnell Gutsell, who has been appointed Assistant Professor of English for the coming year, holds the B.A. with honors and honors in English from the University of the South. He received the M.A. from the University of Connecticut, where he has been a part-time instructor and has completed most of the requirements for the Ph.D. In connection with his doctorate he spent the past year in London working on his dissertation. His wife is a graduate of Swarthmore College, with an M.A. in English from the University of Connecticut.

Oliver Judd Ingraham, Assistant Professor of Natural Science, comes to college teaching after five years in high school science classrooms. A Friend, he has most recently been science instructor at Friendsville Academy in Tennessee. He holds the B.A. from Colorado College, and the M.A. from the University of Colorado in Basic Science. He and his wife have four young daughters.

Philip Caddell Kennedy has been appointed Assistant Professor of Art Appreciation. He holds the B.A. and M.A. from the University of Redlands, California, and has done work towards his Ph.D. from there. He has traveled extensively, and studied Buddhist religious art in Japan and the Far East for one semester. His experience includes serving as Curatorial Assistant in Art at the Los Angeles County Museum and Instructor in Humanities at McKendree College, Lebanon, Ill. His wife is also a graduate of the University of Redlands.

Josephine Lumpkin Moore, who has been teaching part-time on the campus and at the Greensboro Division, has been appointed Assistant Professor of History for the coming year. Mrs. Moore has an A.B. from Trinity University, and an A.M. from the University of Michigan, and the Ph.D. from Cornell University. Her experience includes work at the Library of Congress under a privately endowed fellowship, and an assistantship in history during her doctoral studies at Cornell. She is the wife of Wallace C. Moore of Greensboro, and they have three daughters, the oldest of whom is a National Merit Scholar at Rice University. An accomplished musician, Mrs. Moore is currently organist and choir director at the Sedgfield Presbyterian Church.

Khairati Lall Sindwani, newly-appointed Assistant Professor of Sociology, is a native of India who has been in this country since 1958 studying for the Ph.D. in Sociology and Social Work at Ohio State Univer-

sity. He received this degree in June, 1962. He comes to Guilford from the post of Assistant Professor of Sociology at Hampton Institute. His degrees also include a B.A. from Punjab State University and an M.A. from Delhi University in India, as well as an M.A. from Florida State University. His wife is studying for her doctorate in the field of child development.

John Orland Rundell, who has been appointed Instructor in Biology, has an A.B. and a M.S. from Eastern Michigan University, where he assisted in the biology laboratory as an undergraduate and held a teaching fellowship during his graduate work. He and his wife have one child.

### Guilford College Library

Treva W. Mathis, Acting Librarian, commends all members of the library staff for the unusually faithful and cooperative spirit which has made possible the year's many accomplishments. 1962-1963 proved to be a peak year in the history of the library. Figures for accessions, use of library materials, and attendance are the largest ever recorded. This is in part due to increased enrollment, but it has also been apparent that a change in academic attitude is taking place. Students are becoming more aware of library resources and are finding a greater need for them in support of their study. As a result, the work of all library departments has been accelerated.

From June 1, 1962 through May 31, 1963, 2,933 volumes were added, bringing the book holdings to 53,246. Miscellaneous items added include 72 microfilm reels, 20 recordings and 1 picture, making a total of 3,026 accessioned items added during the year, and bringing the figure for all accessioned items to 53,339. In addition, 216 pamphlets, 129 theses and 296 mounted clippings were processed but not accessioned.

Students borrowed 19,313 books, faculty 1,141, and community residents 893, for the total of 21,347 two-week loans. Reserve books were used 25,364 times; 707 recordings, 293 pictures, 94 microfilms added to the book circulation bring the total of all recorded use of library materials to 47,805. Circulation of all items has increased by approximately one-third over 1961-1962. Attendance is counted every hour, and for the year amounted to 78,039.

Because of the increased number of students, facilities in the main reading room were rearranged, with special provision for reserve books. This arrangement will continue, with a browsing nook for students. During the year it was necessary to relocate the workroom, which was moved to the basement, repainted and equipped for this purpose. New shelving was installed in the first floor workroom and the Serials Department is now located there.

The library staff has participated in the Greensboro Library Club program, and the Acting Librarian attended the Biennial Conference of the Southeastern Library Association in Memphis, Tenn., and has served as chairman of the College and University Section of the North Carolina Library Association.

### The Quaker Room

Interest in the Quaker Collection continued to grow, with 82 visitors during the past year coming

from 19 states, and 79 letters of inquiry asking research from the records. Additional meeting records and minute books have been added during the year. The program of lamination of the very old and fragile records has been continued, with four more volumes being preserved in this manner.

Cora Worth Parsons, Chairman of the Committee on the Preservation of Records of the North Carolina Yearly Meeting, has faithfully carried on much of the work of research and correspondence connected with the Quaker Room. The library expresses special appreciation to her and to Dorothy Thorne, whose support and advice continues to be most helpful. Again a considerable number of most valuable additions to the Quaker Collection were received and made available during the year, and special gratitude is expressed to the generous donors of this material.

### The Piedmont University Center of North Carolina

Guilford College has joined with 15 other North Carolina colleges in a cooperative program designed to promote greater academic strength as well as to achieve more operational efficiency. It is the purpose of the Piedmont University Center to share as many resources as possible for mutual advantage. Already projects have been started for selecting and engaging artists, lecturers and visiting scholars. Substantial savings will be realized, it is hoped, through group purchases and contracts. Other projects contemplated include faculty research, cooperative professorships, and a library program.

### Necrology

Thomas J. Morrissey, newly-appointed biology instructor for the academic year 1962-1963, suffered a heart attack and died on September 14, 1963, just a week after coming to Guilford College to assume his new duties. He was thirty-two years old. He was a friendly, cooperative person, who seemed to look forward to his work with enthusiasm, and his death was a real shock to all his colleagues and students.

David Jordan White of Greensboro, a Guilford graduate of the Class of 1920, member of the Board of Trustees since 1934 and secretary since 1950, died on January 14, 1963. As an active trustee, he served on many committees and was a member of three at the time of his death. He was the third member and generation of his family to serve Guilford as trustee, following his uncle, David White III, and his great-uncle, David White II. In 1831, the first David White was appointed to the committee that produced the plan for New Garden Boarding School, later Guilford College.

As a Greensboro realtor, he was associated with the firm known by his name and with White-Lambeth Rental Agency. A friendly, sociable man, he was a charter member of the Greensboro Lions Club and belonged to the Masons and the Odd Fellows. His civic interests included the Greensboro Planning and Zoning Board, which he served as chairman, and the Greensboro Redevelopment Commission, of which he was the first chairman. He was particularly interested in work for the blind, acting as secretary of the Greensboro Industries for the Blind and chairman of the Blind Welfare Commission.

As a member of First Friends Meeting of Greensboro, he served on many committees, including Ministry and Counsel. He and his wife, Nell Chilton White, who survives him, were always devoted to Christian service. His life was a symbol of this service, and his helping hand will be missed in the many areas of his interest.

Joseph D. Cox of High Point, beloved senior member of the Guilford College Board of Trustees, died suddenly from a heart attack on May 3, 1963. A member of this board for 41 years, he served the college with unusual ability and dedication, both as a member of many committees and as vice-chairman of the board, and chairman of the Committee on Teachers and Officers. His grandfather, Jonathan Elliott Cox, and his grandmother, Elizabeth Hare, were in the first class to enter New Garden Boarding School when it opened its doors in 1837. His father, Dr. Joseph J. Cox, became a trustee in 1878, followed by his uncle, J. Elwood Cox. His two sons and his grandchildren have carried on the family tradition by graduating from Guilford.

A distinguished citizen of his city, he was successful in business and always concerned with community betterment. His civic interests, like all of his activities, were based upon the solid foundation of hard work, honesty, reliability, courage and unselfishness.

As a Friend and a sustaining, active member of High Point Friends Meeting, he exemplified the particular virtues associated with the ideal Quaker. His firm convictions were steadily held, yet he showed unfailing courtesy and gentleness toward those who differed with him. In all his life work, his wife, May Riddick Cox, who survives him, was in every sense a partner. Family and friends relied upon his unfailing wisdom and strength, which was freely at their service. His cheerful outlook and friendly interest were always helpful to anyone who had contact with him; his deep inner resources of faith and devotion will continue to inspire those who knew him well.

### The Dana Challenge

The successful completion of Guilford College's efforts to raise \$750,000 from alumni of the college, Quakers, faculty, students, college trustees and parents of students, and from business and industrial sources outside of the Greensboro community has been announced proudly by Co-Chairmen Ed Mendenhall of High Point and Rufus White of Greensboro.

As of July 8th a total of \$762,000 had been secured in cash and pledges with a number of special gifts still expected.

The Dana Challenge, made by Charles A. Dana, New York industrialist and philanthropist, involves a total of \$2,250,000 for construction of three buildings, and major additions to two others on the Guilford College campus. Of the total, Dana pledged \$750,000 on condition that Guilford raise \$1,500,000, one-half of it from the sources listed above and the other half from Greensboro business and industrial interests. Responsibility for the campaign completed recently was ac-

cepted by the college trustees and administration, and responsibility for the Greensboro campaign was accepted by a group of Greensboro business and industrial leaders known as the Dana Associates.

An intensive effort to complete the "Outside Greensboro" part of the Challenge began early in May. Seven simultaneous campaigns were conducted under the leadership of Mendenhall and White and both expressed appreciation to the campaign chairmen.

Dr. Clyde A. Milner expressed great pleasure at the success of this effort to meet the Dana Challenge, as well as confidence that the Greensboro business and industrial community would meet its portion of the Challenge. Approximately \$425,000 has been pledged in the Greensboro solicitation, and an intensive effort will be made to conclude the entire Dana Challenge Program within the next few weeks. Dr. Milner stated that now, in actual fact rather than hope, every dollar raised in Greensboro is matched by two from outside sources.

Results of the seven campaigns follow: Trustees of the college individually pledged a total of \$191,325; chairman of Guilford's trustee board is Robert H. Frazier of Greensboro. Special Gifts totaled \$325,815; co-chairmen of this campaign were Edwin P. Brown of Murfreesboro, Ernie Shore of Winston-Salem, and Nereus C. English of Thomasville.

Alumni of the college pledged gifts amounting to \$105,473; co-chairmen of the alumni campaign were W. L. Beamon of Burlington and Seth C. Macon of Greensboro. N. C. Quakers individually, and through their churches, made pledges totaling \$47,460; co-chairmen of the Quakers' campaign were F. Duval Craven and Sarah Mendenhall Brown, both of Greensboro. Solicitation of the parents of students at the college, with Mr. and Mrs. William G. Ragsdale, Jr., of Jamestown as co-chairmen, resulted in gifts totaling \$37,745.

College faculty pledged \$33,864, with Herbert T. Appenzeller of the campus and Charles G. Chilton of the Greensboro Division serving as co-chairmen of the campaign. Students of the two Guilford College units pledged \$15,318, with David Miller of Salem, N. J., and Elizabeth Hardin of Greensboro serving as co-chairmen of student solicitation.

Honorary chairmen of the over-all campaign were C. Clifford Frazier of Greensboro and John C. Whitaker of Winston-Salem. Honorary treasurers were William J. Armfield, Jr., of Asheboro and B. Clyde Shore of Winston-Salem. Honorary Quaker chairmen were Byron Haworth of High Point and Seth B. Hinshaw of Guilford College.

Buildings involved in the current program are a men's dormitory for 256 students, a women's dormitory



for 162 students, a new and enlarged power plant, an addition doubling the size of the college dining hall and an addition doubling the size of the college library. All construction has been completed with the exception of the library addition, work on which is expected to begin at an early date.

Mr. Dana has made a payment of \$400,000 on his pledge, and the remaining \$350,000 is to be paid upon completion of the Greensboro portion of the Challenge. He has also made, or indicated the intention of making additional gifts to Guilford totaling approximately \$634,000.

## THE GREENSBORO DIVISION OF GUILFORD COLLEGE

The record of accomplishments during the current academic year shows significant progress in several areas. For the first time in its history, the college has taken on many of the aspects and characteristics of a full-fledged institution of higher learning. The Registrar's office, library, school newspaper, and the recently established student lounge have contributed materially toward this objective.

The administration has benefitted greatly from the semi-monthly staff meetings attended by the full-time administrative and teaching staff. Dr. E. Daryl Kent, Academic Dean of Guilford College, attended the major portion of the meetings and proved most helpful in all deliberations. His counsel was especially helpful in the area of the self-study currently being made by the college.

### Enrollment

Division	Summer 1962	Fall 1962	Spring 1963
High School	26	52	24
Business Education	35	142	129
College Credit	150	606	534
Non-credit	42	211	137
Totals	253	1,011	824

The total enrollment each term was somewhat smaller than that for the previous year as was the overall number of 1,393 different students compared with 1,526 for the previous year. Possible reasons for this decline in enrollment are more restrictive entrance requirements and the development of the High Point College evening program.

### Physical Expansion and Improvements

During the past year the Neese and Wilkinson properties directly across the street from the school have been purchased for \$22,500.00 and \$20,000.00, respectively. The framed buildings are being razed, and the sites will be used for extension of our parking lot. This action is in keeping with our previously stated purpose to purchase any adjacent property which may become available at a reasonable price.

The Schiffman Building during the year has undergone considerable improvement with a new heating system, overhead insulation in the attic and storm

windows and storm doors installed. This building is in excellent condition and is occupied by three responsible and stable tenants.

### Staff

For the first time in the history of the division, there is an administrative and office staff sufficient in number and capable of performing the duties demanded by the school. The staff is composed of dedicated individuals who have performed their duties in a satisfactory manner. It is anticipated that each will continue in his present employment during the next academic year.

The teaching staff has been greatly strengthened by the appointment of three full-time instructors in the following departments: Business Education, Natural Science and Political Science.

The employment of full-time instructors resulted in reducing substantially the number of part-time instructors employed during the year.

Thomas J. Moore, Assistant Professor of Economics and Business Administration, is on leave of absence this year pursuing advanced courses toward the doctorate at Chapel Hill. He will return to the staff on a full-time basis next September.

### Financial Status

At the beginning of the current fiscal year, the Greensboro Division had outstanding notes payable to the Bank of Greensboro in the amount of \$35,000.00 and \$50,000.00 payable to Guilford College. Both of these amounts have been paid in full. In addition, the Neese and Wilkinson properties have been purchased for the combined sum of \$42,500.00 — both being paid in full at the time of purchase.

The school is entirely debt-free.

The Business Office reports a total of firm unpaid pledges remaining from the last capital gifts campaign in the amount of \$21,308.33. The major portion of this amount represents the final installment on pledges made payable over a three-year period.

The net worth of the division, according to the audit report of May 31, 1963, was \$842,271.00.

### Financial Position

The gross worth of Guilford College according to the official audit May 31, 1963 was \$8,253,478.93, an increase of \$1,333,187.12. After balancing the reserves and special funds, the total net worth of the college at the end of the fiscal year was \$7,489,352.29. The book value of endowment funds was \$2,537,141.91, and the market value as reported by J & W Seligman & Co. as of July 5, 1963 was \$3,175,665.00.

### Conclusion

During the year the Guilford College Development Office was established and carefully organized in order to promote the Dana Challenge Program. This office will be maintained to follow up all pledges promptly and effectively and to accelerate the public relations activities with Friends Meetings, as well as with alumni and other supporting groups. Since previous campaigns have concentrated primarily on

groups closely affiliated with Guilford — including Guilfordians, Friends, local businesses and corporations, it is now essential that our fund raising program be broadened to include national foundations, individuals with major giving potential and an active wills and bequests program.

The Board of Trustees has unanimously established the following policy: during the next decade special emphasis will be placed on increasing the Permanent Endowment to a minimum of \$7 million—endeavoring during this ten-year period to double the salary range, to develop and enrich Guilford's liberal arts program, and to maintain a sustained enrollment of 850, during each semester, for the parent unit of the college.

As soon as plans have been drawn and approved for the addition to the library, construction will begin. Plans for remodeling the entrance to Memorial Hall, along with renovation of the second floor, will be the second immediate construction project. As soon

as it is deemed advisable, plans for a new building for administration offices and class rooms will be carefully studied.

It is an especially high privilege for the administration to express appreciation to all those who have made the significant record of the 126th year possible. At no time in Guilford's history have so many groups and individuals contributed so unselfishly of their time, effort, and means to its well-being. For this interest, support and sustaining encouragement we are all deeply grateful.

Respectfully Submitted,

*Clyde A. Milner*  
President

July 1963

# CONSOLIDATED BALANCE SHEET

May 31, 1963

ASSETS	
<b>Current Funds</b>	
Cash on Hand and in Banks .. \$	81,115.34
Accounts Receivable ..	26,553.82
Investments ..	58,861.12
Inventories ..	25,498.23
Prepaid Insurance ..	4,404.82
Cash Value—Life Insurance ..	19,800.00
Construction in Process ..	50,537.13
Organ ..	10,495.70
	<hr/>
	\$ 277,266.16
<b>Loan Funds</b>	
Notes Receivable ..	11,176.61
<b>Endowment Funds</b>	
Cash in Bank ..	6,107.21
Cash on Deposit with Stock Broker ..	11,461.08
Accounts Receivable ..	917.50
Notes Receivable ..	764,903.09
Funds Held by Others ..	35,462.86
Stocks and Bonds ..	1,498,827.25
Real Estate ..	220,380.42
	<hr/>
	2,538,059.41
<b>Plant Funds</b>	
Cash in Savings Account ..	5,177.48
Land ..	231,953.50
Buildings ..	4,699,156.38
Parking Area Improvements ..	15,182.96
Equipment ..	475,506.43
	<hr/>
	5,426,976.75
<b>Total Assets</b> ..	<hr/>
	\$ 8,253,478.93

LIABILITIES	
<b>Current Funds</b>	
Accounts Payable .. \$	118,094.93
Funds Held for National Defense Student Loans ..	6,988.51
Funds Held for Cuban Student Loans ..	195.00
	<hr/>
	\$ 125,278.44
<b>Plant Funds</b>	
Notes Payable ..	604,500.00
	<hr/>
<b>Total Liabilities</b> ..	<hr/>
	729,778.44

RESERVES	
<b>Current Funds</b>	
Reserve for Repairs and Replacements ..	22,449.16
Reserve for Water Contingency ..	11,898.04
	<hr/>
<b>Total Reserves</b> ..	<hr/>
	34,347.20

FUND BALANCES	
Current Funds—Restricted ..	306,074.44
Current Funds—Unrestricted ..	440,746.36
	<hr/>
	746,820.80
Loan Funds ..	43,985.19
Endowment Funds ..	2,537,141.91
Plant Funds ..	4,161,405.39
	<hr/>
<b>Total Fund Balances</b> ..	<hr/>
	7,489,353.29
<b>Total Liabilities, Reserves and Fund Balances</b> ..	<hr/>
	\$ 8,253,478.93

## LOAN FUNDS

May 31, 1963

### FUND BALANCES

College Loan Fund ..	\$ 9,086.90
Masonic Loan Fund ..	627.45
Sara J. Swift Loan Fund ..	455.92
Philadelphia Loan Fund ..	3,486.53
Miles White Loan Fund ..	6,876.02
Elwood C. Perisho Memorial Fund ..	3,100.14
Y. W. C. A. Building Fund ..	526.28
Mebane Loan Fund ..	223.54
Advisory Board Loan Fund ..	271.53
Knight Memorial Loan Fund ..	1,737.57
Girls Aid Loan Fund ..	1,313.62
Margaret Watson Parker Loan Fund ..	83.02
James and Mollie Stanton Lowe Loan Fund ..	2,078.60
Vernon L. and Florence K. Brown Loan Fund ..	305.00
Rufus Jones Loan Fund ..	276.25
Addie Wilson Field Loan Fund ..	684.71
Westphal Loan Fund ..	550.00
	<hr/>
	31,683.08
Fund Balance—Not Allocated ..	1,792.68
	<hr/>
<b>Total Fund Balances</b> ..	<hr/>
	\$33,475.76

## AUDITOR'S CERTIFICATE

We have examined the Consolidated Balance Sheet of Guilford College as of May 31, 1963, and the related statements of Revenues and Expenditures and Analyses of Fund Balances for the fiscal year then ended. Our examination was made in accordance with generally accepted auditing standards, excluding examination of public records pertaining to the titles of the plant assets, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, subject to the qualification regarding plant assets, the accompanying Consolidated Balance Sheet presents fairly the financial position of Guilford College at May 31, 1963, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

DAVENPORT, MARVIN & CAUDLE  
Certified Public Accountants

Greensboro, N. C.—July 15, 1963



## FINANCIAL POSITION

	May 31, 1963	May 31, 1962	May 31, 1961	May 31, 1960	May 31, 1959
<b>PARENT COLLEGE</b>					
Current Funds—Restricted . . .	\$ 306,074.44	\$ 681,349.69	\$ 695,123.33	\$ 372,541.74	\$ 340,776.12
Current Funds—Unrestricted . . .	352,912.27	158,065.84	71,328.66	61,448.75	31,299.55
	<u>658,986.71</u>	<u>839,415.53</u>	<u>766,451.99</u>	<u>433,990.49</u>	<u>372,075.67</u>
Loan Funds . . . . .	33,475.76	33,570.57	33,156.14	34,272.12	34,172.22
Endowment Funds . . . . .	2,537,141.91	2,373,783.31	2,147,494.18	1,973,732.66	1,831,699.75
Plant Funds . . . . .	3,422,865.73	2,784,352.91	2,113,468.13	1,867,230.09	1,861,879.90
Totals . . . . .	<u>\$6,652,470.11</u>	<u>\$6,031,122.32</u>	<u>\$5,060,570.44</u>	<u>\$4,309,225.36</u>	<u>\$4,099,827.54</u>

### GREENSBORO DIVISION OF GUILFORD COLLEGE

Current Funds—Unrestricted . . .	\$ 87,834.09	\$ 59,109.47	\$ 21,363.16	\$ 28,803.58	\$ 6,506.42
Loan Funds . . . . .	10,509.43	4,139.12	200.00	100.00	.00
Plant Funds . . . . .	738,539.66	712,090.84	672,729.42	457,054.26	376,452.74
Totals . . . . .	<u>\$ 836,883.18</u>	<u>\$ 775,339.43</u>	<u>\$ 694,292.58</u>	<u>\$ 485,957.84</u>	<u>\$ 382,959.16</u>

### PARENT COLLEGE AND

### GREENSBORO DIVISION

Current Funds—Restricted . . .	\$ 306,074.44	\$ 681,349.69	\$ 695,123.33	\$ 372,541.74	\$ 340,934.12
Current Funds—Unrestricted . . .	440,746.36	217,175.31	92,691.82	90,252.33	37,647.97
	<u>746,820.80</u>	<u>898,525.00</u>	<u>787,815.15</u>	<u>462,794.07</u>	<u>378,582.09</u>
Loan Funds . . . . .	43,985.19	37,709.69	33,356.14	34,372.12	34,172.22
Endowment Funds . . . . .	2,537,141.91	2,373,783.31	2,147,494.18	1,973,732.66	1,831,699.75
Plant Funds . . . . .	4,161,405.39	3,496,443.75	2,786,197.55	2,324,284.35	2,238,332.64
Totals . . . . .	<u>\$7,489,353.29</u>	<u>\$6,806,461.75</u>	<u>\$5,754,863.02</u>	<u>\$4,795,183.20</u>	<u>\$4,482,786.70</u>

## ENDOWMENT FUND BALANCES — ENDOWMENT FUNDS INCOME

May 31, 1963

	Fund Balances	Income		Fund Balances	Income
General Funds . . . . .	\$ 275,048.05	\$ 17,126.53	Elwood Cox Scholarship Fund . . . .	1,000.00°	45.40
Mary Reynolds Babcock Foundation . . . . .	100,000.00	4,540.00	Jonathan and Elizabeth Cox Fund	15,000.00	681.00
Raymond Binford Memorial Professorship Fund . . . . .	4,278.00	194.22	Joseph J. and Mary D. Cox Memorial Fund . . . . .	4,500.00	204.30
Augustine W. and Geneveive Mendenhall . . . . .	1,000.00	45.40	J. S. and M. D. Cox Fund . . . . .	5,000.00	227.00
Addison and Mary Boren Memorial Fund . . . . .	2,100.00	95.34	Cox Hall Fund . . . . .	5,000.00	227.00
Edwin P. Brown Scholarship Fund	2,500.00°	113.50	E. Franklin Craven and Minnie Phipps Craven Fund . . . . .	87,126.00	3,955.52
Blount Memorial Fund . . . . .	3,500.00	158.90	Mary E. M. Davis Memorial Scholarship Fund . . . . .	1,756.86°	79.76
The Ada, Emma, Martha and Elva Blair Memorial Fund . . . . .	1,000.00	45.40	J. Franklin Davis Fund . . . . .	1,000.00°	45.40
Sarah E. Benbow Memorial Fund	1,000.00	45.40	Eula Dixon Fund . . . . .	1,017.69°	46.20
Ida Bell Fund . . . . .	1,929.10	87.58	J. Gurney Dixon and Thomas C. Dixon Scholarship Fund . . . . .	1,000.00°	45.40
Emma G. Booe Fund . . . . .	485.00°	22.02	N. C. English and T. R. English Trust Fund . . . . .	27,000.00	1,225.80
Barry Chapman Memorial Fund . . .	450.00	20.43	Virginia Bouldin English Memorial Fund . . . . .	1,000.00	45.40
Class of 1937 Scholarship Fund . . .	103.65	4.70	N. F. and Laura Farlow . . . . .	9,079.00°	412.18
Class of 1946 Fund . . . . .	68.95	3.13	Addie Wilson Field Loan Fund . . .	5,000.00°	227.00
Cecil J. Cloud Fund . . . . .	400.00°	18.16	A. Brown Finch Scholarship Fund	10,000.00°	454.00
Annie Lois Henley Coltrane Fund	1,000.00	45.40	Jessica T. Fogle Scholarship Fund	10,000.00°	454.00
Annie M. Couch Memorial Fund . . . . .	1,000.00	45.40	Ford Foundation Trust	126,500.00	5,743.10
Josiah E. Cowles Memorial Fund . . . . .	7,062.64	320.64	Cyrus Pickett and Lucetta Churchill Frazier Memorial Fund . . . . .	52,433.06	2,380.46

	Balances Income	Fund		Balances Income	Fund
Franklin G. Frazier Scholarship Fund	11,413.62*	518.15	Dr. Russell Pope and Ethel A. Pope Fund	1,000.00	45.40
Melvina Frazier Fund	1,000.00*	45.40	Amos and Martha Ragan Family Memorial Fund	75,000.00*	3,405.00
Girls Aid Fund	1,752.91*	79.54	Serena L. Rees Fund	4,764.03	216.28
Girls Home Fund	6,040.83	274.35	John W. Register Fund	1,000.00	45.40
Harriett Green Fund	12,389.48	562.46	James Reynolds Fund	400.00	18.16
Greensboro Advisory Board Scholarship Fund	7,650.00*	347.31	Ricks Memorial Library Fund	10,247.24	465.21
The Greensboro Fund	22,788.08	1,034.57	Riverside Manufacturing Company Scholarship Fund	12,500.00*	567.50
J. B. Griffin Scholarship Fund	1,625.00*	73.77	Josephine Leonard Robbins Memorial Fund	1,325.00	60.15
John B. Griffin Memorial Fund	500.00	22.70	William Lee and Ruth C. Rudd Fund	3,000.00	136.20
J. Robert and Retta Hardin Scholarship Fund	1,000.00*	45.40	Marion B. and M. Elisabeth Rustedt Annuity Fund	1,000.00	45.40
Samuel L. and Evelyn M. Haworth Fund	9,741.25	442.24	Isaac Sharpless Memorial Fund	50.00	2.27
L. A. Henley Fund	2,070.15	93.98	Harold and Mildred Leak Schiffman Fund	31,500.00 R.I.	.00
Ida Lowe Hicks Fund	3,000.00	136.20	G. F. Seymour Fund	500.00	22.70
Fowell B. Hill Fund	1,000.00	45.40	The B. Clyde Shore Fund	2,611.80*	118.54
Nathan Branson Hill Fund	5,000.00	227.00	Elisha Thomas and Louisa Bradshaw Snipes Fund	8,321.75*	377.77
S. A. and Laura P. Hodgkin Fund	68,744.42	3,120.97	Ethel Speas Scholarship Fund	71,519.44*	449.74
A. P. Holliday Fund	6,761.02	306.95	Dr. James Horace Stimson Memorial Fund	1,827.03	82.94
Richard L. and Hettie O. Hollowell Memorial Fund	25,000.00	1,135.00	Margaret White Symmes Contingent Fund	1,000.00	45.40
Alsa C. and Emily S. Howard Scholarship Fund	37,774.20*	1,714.94	Mary E. Starbuck and Ora Lee Tapscott Memorial Fund	425.00	19.30
Nathan Hunt Memorial Fund	1,500.00	68.10	Amos Stuart Fund	25,000.00*	1,135.00
D. H. Jackson Fund	1,500.00	68.10	The Elbridge A. Stuart Fund	39,000.00	1,770.60
Francis T. King	5,000.00	227.00	Allen and Anna Tomlinson Memorial Fund	250.00	11.35
Roxie Armfield King Fund	155,561.04*	7,062.47	Martha S. Tomlinson Memorial Fund	600.00	27.24
Rufus King Peace Fund	47.45*	2.15	Exum Unthank Memorial Fund	334.40	15.18
N. Era Lasley Scholarship Fund	1,072.00*	48.66	Fred L. Van Dolsen, Sr., Fund	5,640.25	256.06
Library Fund	100,000.00	4,540.00	Vick Scholarship Fund	5,000.00*	227.00
Ella Lindley Memorial Fund	5,000.00*	227.00	J. Curt and Gertrude Victorinus Fund	9,000.00 R.I.	.00
William (Bill) G. Lindsey Scholarship Fund	3,005.61*	136.43	J. M. Ward Fund	112,928.60**	5,126.93
Ezra Murray Meader Fund	500.00**	22.70	John C. Whittaker Fund	500.00	22.70
Elihu and Abigail N. Mendenhall Memorial Fund	12,350.00	560.69	Cora E. White Contingent Fund	500.00	22.70
N. Pauline Mendenhall Fund	1,000.00	45.40	Frances White Fund	5,000.00	227.00
Nereus and Oriana Mendenhall Mathematics Scholarship Fund	4,182.82*	189.86	George W. White Memorial Fund	1,000.00	45.40
Richard Percy Mendenhall and Pearl Mendenhall Walker Mem. Fd.	77,423.48	3,515.00	George W. and Mary E. White Contingent Fund	5,000.00	227.00
Merrill Lynch, Pierce, Fenner and Smith Fund	1,350.00	61.29	Henryanna Hackney White Scholarship Fund	1,000.00*	45.40
Clyde A. and Ernestine C. Milner Fund	2,100.00*	95.34	Henryanna Hackney White Memorial Fund	10,000.00	454.00
Clyde A. and Ernestine C. Milner Fund	10,250.00 R.I.	.00	Mary J. White Fund	150.00	6.81
Ida Millis Fund	1,500.00	68.10	Rufus and Lydia White Memorial Fund	1,000.00	45.40
James Arnold Mitchell Memorial Scholarship Fund	14,000.00*	635.60	Clara D. Willetts Fund (Girls Aid)	31,095.39**	1,411.71
The Colonel Robert Mitchell Fund	10,850.00 R.I.	.00	R. L. and Alice B. Wolff Memorial Fund	4,150.00	188.41
New Garden Boarding School Fund	1,000.00	45.40	John W. and Mary C. Woody Memorial Fund	500.00	22.70
Oliver Woodson Nixon Fund	25,000.00	1,135.00	The Laura D. and Lina E. Worth Fund	1,000.00**	45.40
Leora Sherrill O'Callighan Fund	2,199.10*	99.83	Yearly Meeting Fund	30,362.86**	2,580.85
Susanna Osborne Fund	1,000.00*	45.40			
William F. Overman Fund	1,000.00*	45.40	<b>Total Funds Allocated</b>	<b>1,986,536.70</b>	<b>90,368.08</b>
William H. and Margaret Davis Overman Memorial Fund	8,911.07*	404.56	<b>Fund Balance Not Allocated</b>	<b>550,605.21</b>	<b>24,997.48</b>
J. Wilmer Pancoast Fund	8,274.56*	375.64			
Elwood W. and Elizabeth S. Parker Fund	2,500.00*	113.50	<b>Total</b>	<b>\$2,537,141.91</b>	<b>\$115,365.56</b>
D. Ralph Parker Memorial Room Furnishings and Equipment Fd.	1,000.00*	45.40			
David and Cora Worth Parsons Fund	1,500.00 R.I.	.00			
Harriett Peck Fund	1,000.00	45.40			
Ann E. W. Peele Fund	500.00	22.70			
Philadelphia Scholarship Fund	15,517.82*	704.47			
Physical Education Fund	350.00**	15.89			

\*Restricted for Scholarships.

\*\*Restricted for grants or other educational purposes.

R.I. Reserved (Life) Income.

Chartered 1834

Founded 1837

## GUILFORD COLLEGE

### CALENDAR FOR THE ONE HUNDRED TWENTY-SEVENTH YEAR

#### FIRST SEMESTER

Enrollment of Freshman Class, Monday, September 16, 1963.  
Enrollment of Upperclassmen, Thursday, September 19, 1963.  
All Classes begin, Friday, September 20, 1963.  
Last day to add courses or change course sections, Friday, September 27, 1963.  
Meeting of the Greensboro Advisory Board, Tuesday, October 8, 1963.  
Meeting of the Board of Trustees, Friday, October 11, 1963.  
Last day to drop courses without penalty of having W F grade recorded automatically, Monday, October 21, 1963.  
Founders' Day, Friday, November 8, 1963.  
Ward Lecture, Friday, November 8, 1963.  
Homecoming, Saturday, November 9, 1963.  
First Quarter Ends, Thursday, November 14, 1963.  
Thanksgiving Holiday, Thursday, November 28, 1963.  
Christmas Holidays, Thursday, December 19, 1963-January 3, 1964.  
Meeting of the Board of Trustees, Friday, January 17, 1964.  
Semester Examinations, Monday, January 20-Tuesday, January 28, 1964.  
First Semester ends, Wednesday, January 29, 1964.

#### SECOND SEMESTER

Registration for Second Semester, Thursday, January 30, 1964.  
All classes begin, Friday, January 31, 1964.  
Last day to add courses or change course sections, Friday, February 7, 1964.  
Last day to drop courses without penalty of having W F grade recorded automatically, Friday, February 28, 1964.  
Third Quarter ends, Saturday, March 21, 1964.  
Spring Holidays, Wednesday, March 25, 1964-April 2, 1964.  
Meeting of the Greensboro Advisory Board, Tuesday, April 7, 1964.  
Meeting of the Board of Trustees, Friday, April 10, 1964.  
Reading Day, Tuesday, May 19, 1964.  
Semester Examinations, Wednesday, May 20, through Thursday, May 28, 1964.  
Alumni Day, Saturday, May 30, 1964.  
Baccalaureate, Sunday, May 31, 1964.  
Commencement Exercises, Monday, June 1, 1964.

#### SUMMER SESSION

Summer Session Registration, Monday, June 8, 1964.  
Meeting of the Board of Trustees, Friday, July 17, 1964.  
Close of Summer Session, Sunday, August 9, 1964.



*The Past*

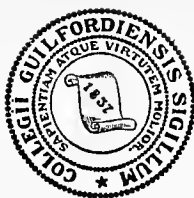
*The Present*

*The Future*

THE PRESIDENT'S SURVEY OF THIRTY YEARS OF SERVICE  
A REPORT OF GUILFORD'S ONE HUNDRED TWENTY-SEVENTH YEAR  
A SUGGESTED PROGRAM FOR FUTURE DEVELOPMENT

Guilford College • Greensboro, North Carolina





## GUILFORD COLLEGE

# *The Past*

# *The Present*

# *The Future*

### Introduction

With the completion of three decades of service as President of Guilford College, it is believed that this annual report should be more than a survey of the 1963-1964 academic year. Therefore, it will give an analysis, though very brief, of the last thirty years and will give profound and grateful recognition to hundreds of colleagues, trustees, students and friends who have assisted, guided and inspired all the efforts that made possible the marked growth and development of this period. Of equal importance, it will suggest the tentative outline of a program for the future.

During the long history of Guilford College, its leaders have been impelled by the belief that theirs was a divinely guided task and that they have been strengthened in their efforts by more than human power and wisdom in times of crises and of success. The educational aim has always been, and still is, to help each enrolled student realize his fullest potential in his ministry of self in a creative and useful life of service for the betterment of all mankind.

### THE PAST THIRTY YEARS

#### Enriching and Integrating the Curriculum

As early as 1922, Raymond Binford was thoroughly imbued with the idea that all knowledge is inter-related and should be presented so that the student could observe such unity. Cognizant of the emerging interest in curriculum development, he began to plan the Guilford College core curriculum. He, himself, taught the first course on the sciences, and D. Elton Trueblood coordinated a course on the arts.

In 1930, Raymond Binford employed Clyde and Ernestine Milner to develop the program and to implement the courses. To that end, Clyde Milner, in attendance at Columbia University in a course for deans and presidents, submitted the projected curriculum to them for criticism. Then, and during

the intervening years, educators who have carefully studied the program have been enthusiastic about its underlying philosophical approach.

From 1930 to 1934, Clyde Milner developed the course, Philosophy 41-42, and along with Ernestine Milner, F. Carlyle Shepard and William Suiter wrote a syllabus for Sociology 10. Ernestine Milner has written syllabi and taught Psychology 21 and Philosophy 24 since that time.

As with all academic work, the significance of the core curriculum courses has depended upon the understanding of the approach, the vision, and the effectiveness of the presentation of each teacher in the classroom. In two surveys concerning the Guilford Scholarship Society, the former students surveyed indicated that the curriculum, with emphasis on the core curriculum, was the most significant aspect of their college experience.

Although repeated attempts were made to get faculty participation in a written presentation of the material involved, immediate teaching programs always seemed to delay its fruition.

After the Dana Scholars were selected, they studied in seminars the strengths and weaknesses of the core curriculum, and then they selected for intense study specific individuals whose contributions had changed or materially influenced cultural movements. The scholars prepared abstracts on these individuals and presented them for criticism and clarification at the seminars. The result of their studies was organized, edited, and illustrated by Clyde A. Milner, Ernestine Milner and David W. Morrah, Jr., and is available in the colorful detailed publication, *An Introduction To The Cultural Resource Program At Guilford College*.

The materialization of the publication led to the concept of a room especially designed to implement the cultural resource program and to make it more vivid by the utilization of electronic and mechanical teaching aids. David W. Morrah, Jr. prepared a scale

model of this facility which has been enthusiastically received by leaders of educational foundations. The room, when completed as a wing of the projected classroom building, will have a double function, serving as a place for graphic presentation of the core curriculum to undergraduates and as a place for a continuing educational program for adults.

In the United States today, as explained elsewhere, there is great demand for continuing education by men and women with increasing amounts of leisure time and who have had some college experience. It is the responsibility of educational leaders to project such programs and to provide facilities that will arouse the imagination of adults.

Although not part of the thirty-year development, because the gift has been received since the close of the fiscal year, the funds necessary for construction of the World Culture Center at Guilford College have been pledged by C. Elmer Leak, a distinguished Greensboro citizen and a loyal Guilford alumnus of the Class of 1902.

### Building a College Faculty

During the thirty-year period one of the most important policies has been the building of a great faculty. Permanent members of the staff have been encouraged to further their training; they have been given leaves-of-absence and/or financial grants. Thir-

teen working on this basis have secured their doctorates—six of these are presently active in Guilford's classrooms, and Philip Furnas is now professor-emeritus of English. Thirteen have earned masters degrees under this plan, four of whom are still on the staff. Seven additional faculty members have furthered their competency, and several of these are on the current degree list.

At the present time, the following are engaged in graduate study. These are all working toward the doctorate, and the expected degree date is given: Herbert T. Appenzeller, January, 1965; Hiram H. Hilty, fall, 1964; Carl C. Baumbach, 1965; Mildred Marlette, summer, 1964; J. R. Boyd, 1966; Thomas J. Moore, fall, 1964; Eugene H. Thompson, Jr., 1967; Claude K. Cook, 1965; John M. Pipkin, 1967; Earl W. Redding, 1966; James B. Gutsell, 1965; Philip C. Kennedy, 1967; Wesley T. Andrews, Jr., 1966.

Several years ago, the Danforth Foundation became interested in the Guilford plan of financial assistance to faculty members and made a grant of \$10,000 to supplement financial aid for summer study. Eleven teachers worked under this program.

Another factor in the maintenance of a strong faculty has been the consistent increase in the salary schedule as income permitted. The following is a comparative study of Guilford College salaries since 1952:

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	1952	1957	1962	1964
(Included teaching every other summer)		(Teaching for the 9 months regular academic year, with summer school teaching extra)		
Professors . . . . .	\$4,300-\$5,000	\$5,200-\$6,000	\$6,200-\$7,000	\$7,500-\$10,000
Associate Professors . . . . .	\$3,700-\$4,200	\$4,500-\$5,200	\$5,400-\$6,400	\$6,500-\$ 8,500
Assistant Professors . . . . .	\$3,000-\$3,600	\$3,600-\$4,400	\$4,500-\$5,500	\$5,500-\$ 7,000
Instructors . . . . .	\$2,500-\$3,000	\$3,000-\$3,500	\$4,000-\$4,500	\$5,000-\$ 6,000

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### Improving Student Scholarly Achievement

From the beginning of the present administration there has been a constant effort to raise the level of scholarship. The Guilford Scholarship Society was established in 1937. Its story has been told in detail in two senior theses, one published in 1952; the other presently on the press.

A program was also planned whereby an able student may break the lock step of mass education by doing independent study. He may follow syllabi, and take special examinations to meet the require-

ments of some core curriculum courses. Superior students are encouraged to read for departmental honors.

Another method of advancing scholarship is through the increase of named scholarship funds. During the thirty years, twenty-two such scholarship funds have been given to encourage able students. Notable among these have been the Dana Scholarships because of their size, because of their requirements—a minimum average of B, demonstrated capacity for leadership and character—and because of the creative work done in the Dana seminars.



# Thirty Years of Growth and Development

This chart details the growth and development of Guilford in five categories: student enrollment, library holdings, annual operating expenses, permanent endowment (book value), and net worth.

Year	Total No. Students	Library Books	Annual Operating Expense	Endowment	Net Worth
1934-35	340	16,975	\$125,333	\$ 582,461	\$ 950,760
1935-36	365	17,750	140,505	609,687	989,531
1936-37	379	18,775	152,664	616,254	991,297
1937-38	370	19,779	158,486	622,254	1,003,648
1938-39	387	20,732	162,600	633,640	1,019,878
1939-40	425	21,684	177,321	650,116	1,059,728
1940-41	407	22,748	178,160	660,965	1,093,832
1941-42	382	24,078	172,571	664,346	1,106,498
1942-43	339	25,150	156,664	667,215	1,124,720
1943-44	226	26,000	126,317	665,962	1,145,665
1944-45	214	27,000	128,241	668,651	1,296,175
1945-46	410	28,000	185,172	680,722	1,500,820
1946-47	666	29,000	316,582	689,439	1,618,272
1947-48	681	30,000	369,374	780,554	1,928,822
1948-49	668	31,053	403,881	819,625	2,052,553
1949-50	647	32,462	380,721	1,012,272	2,292,183
1950-51	586	33,940	398,490	1,066,663	2,425,418
1951-52	527	34,412	363,369	1,121,270	2,508,318
1952-53	540	35,716	375,577	1,166,346	2,617,464
1953-54	567	36,988	397,398	1,233,468	2,776,229
1954-55	651	38,324	443,160	1,353,498	2,935,863
1955-56	733	39,722	535,928	1,427,420	3,174,997
1956-57	736	40,675	540,395	1,642,667	3,920,118
1957-58	780	41,740	627,434	1,760,871	4,219,599
1958-59	773	43,803	646,201	1,831,700	4,482,787

## Consolidated Report—Parent College and Downtown Division

No. of Students				Library Books	Annual Op. Expenses	Endowment	Net Worth
Year	Campus	Gr. Div.	Total				
1959-60	754	1,328	2,082	48,075	\$ 814,108	\$1,973,733	\$4,795,183
1960-61	751	1,379	2,130	52,651	921,957	2,147,494	5,754,864
1961-62	807	1,526	2,333	56,317	1,144,172	2,373,783	6,806,462
1962-63	979	1,393	2,372	58,839	1,496,159	2,537,141	7,489,352
1963-64	997	1,654	2,651	69,675	1,649,296	2,610,710	8,394,858

### Enrollment

During this period the total annual enrollment has increased from 340 to 2651; at the campus from 340 to 997. This rapid growth is greater than the national average, which has been phenomenal. Such expansion brings many problems to an institution; particularly, it is difficult to guide each student toward his greatest development and to share with him at depth the basic philosophy of the college. The trustees and administration of each institution of higher learning must study carefully their responsibility for a solution to this situation. Currently it is the decision at Guilford to maintain a sustained annual enrollment of 850 students on the campus. Since there is greater flexibility in course offerings at the Downtown Division and since present facilities can meet the needs of approximately 2,000 enrollees, the college is in a position to take its share of the

rapidly growing demand for education beyond the high school.

Besides the great number of high school graduates, a new adult educational clientele is developing. It is reported that this has been the largest segment of individuals seeking educational opportunities. Educational leaders must be aware of this emerging situation and provide courses and facilities especially designed for this purpose. The leadership of Guilford College, being mindful of, and preparing for, this opportunity for educational service, has begun such courses in the Downtown Division and plans similar courses in the World Culture Center to be constructed on the campus.

### Adult Education

When Guilford College accepted from the Greensboro Chamber of Commerce the responsibility of administration and instruction of students in the

Evening College, it entered the area of adult education. The phenomenal growth of Guilford College, Downtown Division (Formerly the Greensboro Division of Guilford College) parallels the rapid increase in adult education in the United States. According to a study by the National Opinion Research Center of Chicago University, more than twenty-five million adults are receiving some kind of organized instruction. Of the individuals involved, 6% finished only elementary school, 20% only high school and 38% college. As Cyril O. Houle, Professor of Education, University of Chicago has said "Learning breeds the desire for more learning and as we raise the level of our educational system higher, we shall find an enormous demand is created for and must be satisfied by some kind of organized adult education."

Presently adult education is carried on by many agencies, e.g., libraries, Y.M.C.A.s, labor unions, industries, colleges, universities and city recreational departments. Since the largest number of enrollees have collegiate credentials, and since much of the education (because of the rapid change of our culture from rural to urban, from agricultural to industrial, from national to international orientations) will involve consideration of theories and values, not just skills, much of the continuing education must be made available by educational institutions.

#### **Library Holdings**

Thirty years ago, a definite policy of library expansion was adopted. At that time a yearly goal of a minimum of one thousand carefully selected volumes to implement the Guilford curriculum was established. This has been exceeded, 52,500 books or other educational materials having been accessioned during this period.

In 1950, the space in the library building was doubled; currently a new addition is under construction; this will more than double the floor space in the present library. Tentative plans are under consideration for a new location and expansion of the library of the Downtown Division.

#### **Annual Operation**

The operating expenses have proportionately exceeded the increased enrollment, as is shown on the thirty-year development chart; in 1934-1935 they were \$125,332.93; in 1963-1964, \$1,649,296.

#### **Endowment Funds**

Increasingly important to the private church-related college are its permanent endowment funds. According to the auditor's report, Guilford's endowment was \$582,461.26 in 1934-1935; presently it is

\$2,610,710 according to book value, the market value as of June 26, 1964 being \$3,429,056.

#### **Net Worth**

In 1934-1935 the net worth of the college was \$950,760; presently it is \$8,394,858.

#### **Building During the Thirty-Year Period**

During this period eleven new buildings have been completed: (1) The College Gymnasium, 1940, (2) Kathrine Hine Shore Residence Hall, 1954, (3) The College Union, 1956, (4) English Hall, 1957, (5) Main Building, Downtown Division, 1959, (6) The Charles A. Dana Science Hall, Downtown Division, 1960, (7) The Charles A. Dana Auditorium, 1961, (8) The men's New Dormitory housing 256 students, 1962, (9) The women's New Dormitory housing 162 students, 1962, (10) the new central heating plant, 1962, and (11) Maintenance Office and Equipment Building, 1964.

Seven major additions and renovations to existing buildings have been carried out: (1) remodeling of the third floor of Mary Hobbs Hall to accommodate sixteen students, 1939, (2) addition of the front of King Hall, 1949, (3) addition to the college library, 1950, (4) remodeling of the first floor of Duke Memorial Hall for administrative offices, 1950, (5) enlargement of the dining hall and kitchen, and addition of the Home Economics Laboratory and Infirmary to Founders Hall, 1955, (6) second addition to the dining hall and construction of a new recreational room, 1962, and (7) second library addition, 1964.

Forty-six residential units have been constructed. Thirty-six of these are apartments and ten are homes. Four of these were made possible by the generous and spontaneous gift from Guilford's greatest single benefactor, Charles A. Dana, and constructed in the fall of 1963. In addition to the new construction of living accommodations, seven faculty residences have been added by purchase or gift. Now there are fifty-three residential units available for rent to faculty, staff, and married students.

The recreational facilities of the college have been greatly improved with the building of six hard surfaced tennis courts; a college lake with sandy beach and graded bank; an outdoor recreational activity area, paved, equipped, and provided with lights; the Armfield Athletic Center, with facilities for baseball, football, soccer, and track. The trustees have also approved a designated recreational area for girls, north of the College Union and west of the Frazier Apartments, which has been partially constructed and equipped for limited use.

# **THE PRESENT**

## **A Report of the One Hundred Twenty-seventh Year**

### **June 1, 1963 to May 31, 1964**

#### **Enrollment**

Over 2,600 individuals studied at Guilford College during the academic year ending May 31, 1964. Of these, 997 were enrolled on the campus and 1,654 at the Downtown Division.

Enrollment for the first semester on the campus was 893, and for the second, 876. After allowing for adjustments, the average for the year was 878. There were 318 students enrolled for the 1963 Summer School on the campus, of whom 53 were here for that term only.

The distribution of the campus student body showed 176 students from the City of Greensboro and 63 from Guilford County, excluding Greensboro; 414 students came from 56 other counties of North Carolina; 271 from 22 other states and the District of Columbia. The largest group from out of the state numbered 57 from New Jersey, followed by 48 from Virginia, 35 from Pennsylvania, 34 from New York, and 23 from Maryland.

Guilford enrolled 19 students during the year from 10 foreign countries: Belgium, Chile, Cuba, Guatemala, Japan, Kenya, Korea, Mexico, Puerto Rico, and Syria (U.A.R.). These young people with diverse backgrounds add greatly to Guilford's educational environment and campus fellowship, and indicate that they also profit richly from their new experiences here.

A wide variety of church affiliations were represented on the campus this year. There were students from 27 different groups—Jewish, Moslem, Greek Orthodox and Roman Catholic, as well as 22 Protestant denominations, the largest of which was Methodist, with 200, followed by Baptist 170, Friends 165, and Episcopal 123.

#### **New Trustees**

At the opening meeting of the trustees for the 1963-1964 academic year, two outstanding Friends joined this board—C. Gurney Robertson and Rufus White.

C. Gurney Robertson is the Assistant Postmaster at Mt. Airy and a leading member of the White Plains Friends Meeting. Many times presiding clerk of Surry Quarterly Meeting, he has served also for twenty years on the permanent board of the North Carolina Yearly Meeting. He attended Guilford Col-

lege in 1913 and 1914, and members of his family have long been associated with the College; many of them are distinguished graduates. The Robertson Room in Dana Auditorium was given by this family in honor of Gurney Robertson's mother, Lottie Marshall Robertson.

Rufus White, Senior Vice President of Pilot Life Insurance Company in Greensboro and member of the First Friends Meeting in Greensboro, attended the University of North Carolina. Except for a brief period during which he established the Selavision Company of Greensboro, Rufus White has been associated with the insurance business, first with Gate City Life Insurance Company and then with Pilot Life Insurance Company, of which he is a member of the board of directors and of the executive committee. He was recently named to a three-year term on the board of directors of the Life Insurance Agency Management Association.

#### **Trustee Honored**

During this past year Ed Mendenhall of High Point was elected president of the National Association of Real Estate Boards, an organization on whose executive board he has served for twelve years.

#### **New Faculty Appointments**

V. Judson Wyckoff has been appointed Professor of Economics and Acting Chairman of the Department of Economics and Business Administration. He comes to Guilford from DePauw University, where he has been Professor of Economics since 1947 and head of the department since 1958. His A.B. and Ph.D. degrees are from Johns Hopkins University.

Henry H. Hood, Jr. joined the faculty this summer as Associate Professor of History and began his teaching with summer school. He has been at Elizabethtown College. His degrees are B.A. from Haverford College, M.A. from Harvard University, and Ph.D. from the University of Pennsylvania.

Frederick W. Parkhurst, Jr. has been appointed Associate Professor of Economics and Business Administration. He holds the A.B. and the LL.B. degrees from Northeastern University and has an A.M. in Government and Economics from Boston University.

Herbert M. Schall has been appointed Associate Professor of Psychology. His M.A. and Ph.D. degrees are from Princeton University and his A.B. from New York University. In addition to teaching, he has been active in counseling in the areas of mental health and marriage and family relations.

Leon H. Lee has been appointed Assistant Professor of English. He has been teaching for two years

at Wake Forest College, where he received his M.A. degree. His undergraduate degree was from High Point College, and he has done graduate work at Duke Divinity School and at the University of South Carolina.

Howard P. Myers has been appointed Associate Professor of Sociology. He holds the B.A. degree from San Diego State College and the M.A. from Duke University, where he has also completed all the course work for the Ph.D. degree which he expects to receive in 1965.

Alan George Atwell has been appointed Dean of Men. Alan Atwell was graduated from Guilford College in 1961 and has served for three years in the United States Marine Corps where his activities have included personnel work and educational counseling. Mrs. Atwell, the former Mary Lou McFarland, is also a Guilford graduate.

Betty Lou Semones Wyrick, who has an undergraduate degree from Radford College, where she majored in library science, will serve as a Library Assistant for the coming year. She has been Librarian at Campbell Court Elementary School in Virginia.

Wilbur E. Johnson, Jr. will coach and serve as Instructor in Men's Physical Education. His training includes the B.S. from The College of William and Mary, where he expects to receive his master's degree this summer.

Roy G. Williams, B.S. from Guilford, 1963, who has been acting as Head Resident of Cox Hall for the past year, will continue in this capacity for the next academic year and will also be an Assistant Instructor in Physical Education and Assistant Dean of Men.

### **Retiring Faculty**

J. Curt Victorius, Professor of Economics and Business Administration, retired at the end of this 1963-1964 academic year, after 24 years of devoted service to Guilford College. Many successful graduates testify to his giving them a sound preparation for their activities in business and industry. They also appreciate his great concern for them personally. In addition to his teaching, Curt Victorius' interest in music and his accomplishments as a 'cellist have resulted in rich contributions, both to the college community and to the local Friends Meeting. He was outstandingly successful in conducting the Community Chest Drive on the campus for many years. It is a source of satisfaction to learn that Gertrude and Curt Victorius will stay in their attractive new

home on the campus so that their fellowship may still be enjoyed by their many friends.

Edna L. Weis, Assistant Professor of English since 1946, retired from full-time teaching this year, but will continue with a limited number of classes. Her tender care and patience with students are legendary, as is also her warmhearted, gracious hospitality, which will still be available to friends and students at her lovely home on Friendly Road.

Oscar L. Polhemus, for five years Assistant Professor of Political Science, although retiring, will likewise stay in the community, living in the home he built on Ridgecrest Drive, except during the summers, which will be spent in New Hampshire. His teaching will be missed, but faculty and students can be assured of his continued interest in them and his concern for their welfare.

### **Faculty Promotions**

J. Floyd Moore, formerly Associate Professor of Biblical Literature and Religion, has been elevated to the position of Professor. He received the A.B. degree from Guilford College in 1939. He also holds a B.D. from Hartford Theological Seminary and the Ph.D. from Boston University. J. Floyd Moore has been a member of the Guilford College faculty since 1944.

Ligia D. Hunt, formerly Instructor in Spanish, has been elevated to the position of Assistant Professor. She received the B.A. degree in Puerto Rico and the M.A. from Columbia University. She has been a member of the Guilford College faculty since 1955.

Mary B. Feagins, formerly Instructor in German and French, has been elevated to the position of Assistant Professor. She received the A.B. degree from Goucher College and the M.A. from Duke University. Mary Feagins has been a member of the Guilford College faculty since 1956.

### **The North Carolina Foundation of Church-Related Colleges**

In 1952 Guilford College joined other private denominational colleges in the state to establish the North Carolina Foundation of Church-Related Colleges. The purpose of this organization is to cooperate in fund raising. Only \$10,000 was raised the first year, but the following year the total rose to \$50,000. Now the project nets about \$500,000 annually, and the share received by Guilford has grown accordingly. \$33,756.00 was received as the College's apportionment for the past year.

## The Piedmont University Center

The success of the Foundation of Church-Related Colleges led this group to seek other areas of cooperation. The Piedmont University Center of North Carolina is the resulting organization, which not only includes church-related colleges but also other institutions of higher education in the region.

To finance a trial of this project, sixteen institutions agreed to pay \$1,000 each in dues (raised recently to \$1,500). The Center has leased Reynolda House in Winston-Salem, which affords pleasant, commodious facilities for its many activities.

The dynamic leadership of Dr. Alvin Keppel, formerly President of Catawba College, has stimulated enthusiastic response. Under his direction a number of programs have been developing. A list of Visiting Scholars—nationally known authorities in their fields—has been established. These scholars have indicated willingness to come to North Carolina and spend a few days or a week on each of the campuses of the member colleges. Dr. Arthur S. Link of Princeton, authority on Woodrow Wilson, visited Guilford and addressed various classes in history under this program during the past year. A corollary of this is the sharing of local talent by establishing a similar list of scholars from the faculties of the Center's colleges for similar service to member institutions.

Members of Guilford's faculty have been serving actively on committees of the Center. Heading our representatives on the six standing committees are: Cooperative Artists and Lecturers, Carroll S. Feagins; Library Affairs, Mildred Marlette; Exhibits and Films, Ernestine C. Milner; Educational Program (Academic Deans), E. Daryl Kent; Visiting Scholars Program, Harvey A. Ljung; Sponsored Faculty Research, E. Garness Purdom.

Guilford students contributed original art works to a student exhibition at Reynolda House. These works were developed as projects in the core curriculum course, Philosophy 204.

A traveling exhibit of Modern Japanese Prints, provided by the Center, was shown at the Guilford College Library in March and enjoyed by many visitors.

Two members of the Guilford faculty are being assisted by grants from the Piedmont University Center, to aid them in furthering their research. Paul Zopf received a grant for his sociological study of "The People of North Carolina," an analysis of the distribution of the population. J. Floyd Moore was

given a grant to study "Sources of Quaker History in North Carolina."

## Guilford College Library

Treva W. Mathis, Acting Librarian, commends all members of the library staff for the unusually faithful and cooperative spirit which has made possible the year's many accomplishments. 1963-1964 proved to be a peak year in the history of the library. Figures for accessions, use of library materials, and attendance are the largest ever recorded. This is in part due to increased enrollment, but it has also been apparent that a change in academic attitude is taking place.

During the academic year 1963-1964, 3,118 books, microfilm reels and recordings were accessioned and 74 volumes were withdrawn, to bring the end-of-year total to 56,290. In addition, 183 pamphlets, 170 theses and 153 mounted clippings were processed. The total library holdings for accessioned and unaccessioned materials is 64,418.

Students charged 20,631 books and periodicals from the stacks, faculty 1,267, and non-college borrowers 410, for circulation total of 22,038. Books which were placed on reserve for use in the building were used 23,072 times. 689 recordings, 321 pictures, 81 reels of microfilm, 17 filmstrips, 142 pamphlets and 18 theses were used, for a total of 46,378 library items loaned. Attendance is counted every hour, and for the year amounted to 67,095.

Two special projects occupied much of the energy and efforts of the Library Staff during the year. The Self-Study for the Southern Association of Colleges and Secondary Schools required many meetings and much work. However, the results of the study may have good effects in the future development of the library program. A major event of the year was the beginning of the construction of an addition which will double the size of the Library. Construction began in February and it is hoped that the new facility will be ready for use at the beginning of the 1964-1965 school year. Interior remodeling of the existing building has also been under way.

Visitors continue to come, and inquiries are received with consistency concerning the original records and minutes of the Society of Friends which are housed in the Quaker Room. 192 visitors were recorded and 77 letters requesting genealogical information were received. Cora Worth Parsons, Chairman of the North Carolina Yearly Meeting Committee for the Preservation of Records, again has given most generously of her time in doing the research necessary

to answer these inquiries, and we are most grateful for her assistance. Dorothy Gilbert Thorne continues to give wise counsel, and is instrumental in obtaining valuable materials for the Quaker Room.

### 1963-1964 Dana Scholars

Of the forty Dana Scholars named last fall, thirty-seven completed the year successfully. As tutors in their special fields of interest, the services of these outstanding students have been invaluable, both to busy teachers and to students who particularly needed help and encouragement. It has also often been an incentive to the Dana Scholars to continue in a college teaching career. The effect upon the study habits of the aided students has been excellent.

Above all, the example and inspiration of the Dana Scholars has been stimulating to the entire student body. Not only does the opportunity of gaining such a scholarship lead students, especially in the first year of college, to excel in the hope of attaining this distinction, but a certain desirable enjoyment of learning is developing, under their example and tutelage, in the student body as a whole. The co-operative spirit and strong leadership of the Dana Scholars are proving increasingly to be contagious.

### Founders Day

A most successful Founders Day program opened with the presentation of the 1963-1964 Dana Scholars at the morning convocation. The members of the Guilford College Board of Trustees were also introduced to students and visitors at that time. At one o'clock there was a luncheon for the trustees, followed by a called business session, and at four o'clock a tea was held in the foyer of Dana Auditorium in honor of the trustees and the Dana Scholars.

An evening banquet honoring Quaker leaders from North Carolina Yearly Meeting was the occasion for the presentation of the new publication titled, "An Introduction to the Cultural Resource Program at Guilford College."

At eight o'clock in the Dana Auditorium, Landrum R. Bolling, President of Earlham College, discussed "Quaker Values in Higher Education." He pointed out that Quakers have traditionally been pioneers in education. Deeply motivated through their worship, they have sought to know and understand the world in order to live more useful lives. They have found no conflict between science and religion. With a concern to help others they have pioneered in attacking many specific social problems, particularly those involving prejudice or discrimination of any kind.

Landrum Bolling suggested that perhaps the Christian college has not been Christian enough. If this or any college is to become truly Christian and continue in the tradition of Friends, administration, faculty, and students need to believe more firmly, to work harder, to give more generously, and to think more creatively.

### Charter Day—Ward Lecture

Guilford's 130th Charter Day, commemorated on Friday, January 17, 1964, was the occasion for the 14th Ward Lecture, given at the morning convocation by M. Albert Linton on the subject, "Thomas Gilbert Pearson, Untiring Protector of Birds."

Albert Linton, who has had a distinguished career in life insurance, is an ornithologist and lover of birds by avocation. He gave a most appealing account of the life and work of T. Gilbert Pearson, a Guilford College graduate whose valiant efforts for conservation and for wildlife protection, especially for birds, were notable and effective. In this cause T. Gilbert Pearson spoke, taught, engaged in politics, and wrote and edited books. Best known is perhaps the volume he edited titled, "Birds of America."

On Friday evening, the Pearson Bird Collection was presented by the College as a loan to the Greensboro Historical Museum, where a reception and an initial showing were arranged for friends in the community.

At ten-thirty Saturday morning, January 18th, in Dana Auditorium, Albert Linton showed full-color motion pictures of birds from Florida to British Columbia, with interesting and witty personal comments, to an enthusiastic audience of young people from Greensboro and the Guilford County schools.

### Convocations and Other Special Programs

Increased interest on the part of students and visitors was expressed in the convocations, chapels, and special programs arranged during the past year. These carefully planned occasions provided education, entertainment, and inspiration for those who attended.

Among the religious programs especially noteworthy was the presentation of a religious drama given by Mr. and Mrs. E. Martin Browne of England, who came to the campus under the auspices of the Danforth Foundation. They were generous with their time in informal gatherings with student and faculty groups, as well as with their formal dramatic presentations and showing of colored slides of plays they had produced.



Dr. George E. McLeod of the General Assembly, Church of Scotland, who is a leader in the development of the unique religious community on the Island of Iona off the coast of Scotland, was another distinguished visitor. Well known members of the Society of Friends who came to Guilford during the year were Alexander Purdy, formerly of Hartford Seminary and now Visiting Professor at Earlham College's School of Religion, and D. Elton Trueblood, prominent author and also a professor at Earlham. Guilford students heard Dr. Bernard Boyd of the Religion Department of the University of North Carolina at Chapel Hill, who led the N. C. Ministers Short Course and addressed a college convocation. Dr. Samuel D. Proctor, then President of A&T College, Greensboro, and now Associate Director of the Peace Corps, gave a particularly witty and challenging talk concerning the work of the Peace Corps.

Chief among the popular entertainment programs was Laura Toledo's Iberian Theatre, featuring Spanish dances—a program brought to the college under the auspices of the Fine Arts Program of the Association of American Colleges. Special programs were also given by Richard Dyer Bennett, who styled himself a "troubadour" and Sally Wyly, concert soprano.

The fall play staged by the Revelers Club was a particularly effective presentation of Anouilh's modern version of the ancient Greek drama, "Antigone." The spring play was Frisch's "The Firebugs," a play whose message was conveyed in melodramatic fashion. The meticulously staged and musically effective performance of Menotti's "The Consul" was the final dramatic event of the year.

This year, Guilford's dramatic group exchanged plays with two other colleges, and in return took a Guilford play to their campuses. A&T College gave a delightful presentation of "Pearly Victorious" and Pfeiffer College performed "A Sleep of Prisoners," a religious parable in drama. In addition to this, Greensboro's Little Theatre presented the musical version of "Peter Pan" in Dana Auditorium.

The Fine Arts Club, during each year recently, has sponsored a Student Art Exhibit which is attracting increasing attention. This year's varied and colorful exhibition indicated a growing interest on the part of both student artists and viewers.

May Day, featuring a Mexican Fiesta, was held indoors for the first time in many years. Again the college was especially grateful for beautiful and commodious Dana Auditorium, where the program was well presented.

The Guilford College A Cappella Choir sang a portion of Handel's *Messiah* prior to the the Christmas Holidays, and gave a Home Concert in the spring, after returning from a most successful tour which reached as far north as Keene, N. H. Jerry M. Smyre assisted Carl C. Baumbach in conducting this group. For the home performances, Claude Cook served as accompanist, and a small group of students played string and wind instruments for several of the selections.

### Alumni Day

As a special feature of Alumni Day this year, members of the faculty and staff formed a reception committee during the morning to welcome and converse with returning Guilfordians on the porch of Founders Hall. A delightfully friendly atmosphere developed and continued during the commencement weekend.

The alumni luncheon, presided over by John Pipkin '54, honored the fifty-year class of 1914; most of the living members of that group attended. At the same occasion, the Class of 1964, presented by Mildred Marlette '35, was inducted into the alumni association. Other classes in attendance answered the roll call, and all present thoroughly enjoyed the carefully planned class reunions in the afternoon, as well as the especially pleasant reception which followed.

At the evening banquet, Audrey Smith Duncan '51 presided and President Milner presented the Distinguished Alumni Award to L. Elton Warrick '26, citing him as an outstanding example of the type of graduate, alumnus, and trustee that insures Guilford College's continuing success and distinction. Edward Blair '32, the speaker of the evening, sustained his well-known reputation as a raconteur and a witty orator.

### Baccalaureate Sunday

Edwin B. Bronner, Professor of History and curator of the Quaker Collection at Haverford College, delivered the baccalaureate address at Guilford College on May 31. Again this year, the nine o'clock worship after the manner of Friends, held in the Mary Pemberton Moon Room of Dana Auditorium, was enriched by the participation of the college's guest speaker. Haverfordians and Friends in the community were invited to share in this meeting and enjoy a brief social hour afterwards.

In his address at eleven o'clock before the seniors and their families and friends, as well as members of New Garden Friends Meeting, Edwin Bronner

laid special emphasis on the need for persons who are open to the leading of the spirit and who are seeking above all to do the will of God. As an example of the kind of life he was urging he referred to Thomas Kelly, whose contagious spirit is expressed in his book, *A Testament of Devotion*.

In the evening, President and Mrs. Milner held a reception honoring the graduates, in the foyer of Dana Auditorium. Edwin Bronner joined the Milners in receiving the seniors and their families and friends. Under the direction of Carl C. Baumbach and Jerry M. Smyre, there followed a most effective program by the Guilford College A Cappella Choir. Claude Cook assisted as accompanist, as did also a small instrumental group of students. After the conclusion of this musical program, a social hour with refreshments was enjoyed by all who attended.

### Commencement

The commencement address was presented on June 1, in Dana Auditorium, by Samuel D. Marble, President of Delta College, University Center, Mich., and former President of Wilmington College in Ohio. He called attention to the unusually strong need today for a sense of identity, for a conviction of the importance of the individual; and he suggested that this is found in working courageously and steadily to give expression to high ideals.

This year's June graduating class numbered 134. When this year's summer graduates are added to the June list, the total will be the largest in the history of the college.

### Yearly Meeting Relations

John M. Pipkin, appointed Director of Yearly Meeting Relations last year, has taken up his work with enthusiasm. He has regularly attended the monthly meetings of the Ministers Association of N. C. Yearly Meeting, has participated in at least eight Quarterly Meetings throughout the state, as well as in the sessions of the N. C. Yearly Meeting and the Young Friends Yearly Meeting, in the Five Years Meeting in Richmond, Indiana and in a meeting of the Friends World Committee for Consultation in Washington, D. C., where he gave an inspirational talk. In demand as a minister, he has preached at twelve Monthly Meetings during the year.

In addition to such regular duties, he has also collected and administered the African Student Fund, been advisor to the Young Friends Fellowship and the Student Christian Association on the campus,

and forwarded to *Quaker Life* and *The Friendly Newsletter* college news of special interest to Friends.

One of the special activities of the year centered about the observance of Christian College Day on April 12th in the various meetings of the N. C. Yearly Meeting. Guilford College furnished attractive bulletins for use by the meetings, along with sheets to be distributed or to be inserted into bulletins already prepared. Forty-three meetings used this material. Appreciation was expressed for the cover picture of a group of Young Friends on the campus and for statements about the College and the Yearly Meeting. Fifteen speakers from faculty and staff, with thirty Quaker students, visited the meetings upon this special occasion.

Again this year the college was host to the N. C. Ministers Short Course in February, and Guilford students were invited to take advantage of the opportunity to take part in the discussions and hear the special speakers, D. Elton Trueblood and Bernard Boyd.

Charles Hendricks, who has previously combined the duties of Director of Yearly Meeting Relations with those of Director of Admissions, has continued to promote relations with Friends in the state, especially by sending letters and college applications to all young Friends graduating from high school in North Carolina. This is followed, whenever possible, by personal interviews with these young people.

Many faculty and staff members have, as usual, assisted in furthering the work of Friends through active participation in the work of committees and as officers in Monthly and Quarterly Meetings and the N. C. Yearly Meeting.

Guilford continues to be particularly grateful for its Quaker heritage and for the continuing loyalty and support of the Society of Friends in its educational efforts.

### Graduate Work in Religion

A recent survey of graduates and former students in this program reveals that a total of twenty-seven have participated. Three have completed the work and received the M.A. degree; one is a college teacher, one is president of a Bible college, and one is a worker for the N. C. Yearly Meeting.

Of the remaining students who have attended graduate courses, four persons have completed the course work but are still working on their theses; three are at present taking courses. Five special students are not working for a degree, and three have dropped out of the program. Three transferred to



another graduate school without completing their work at Guilford—in all cases because of change of residence; one of these has since completed both the B.D. and the M.A. One student has pursued further study after receiving the M.A. degree. Five undergraduates have taken courses offered in the graduate program.

It is interesting to note the occupations of those not now taking courses: four are teachers—one at Guilford, one at Earlham School of Religion, two at Bible colleges; nine are pastors—six Friends and three others; one is a Yearly Meeting worker; the four remaining are in various other activities not directly related to the ministry or religious teaching.

### Alumni Activities

Guilford alumni have had an active and successful year. Support of the Dana Challenge Program has continued, as has the payment of previous pledges to the Century and a Quarter Program; two hundred alumni who had not made contributions before have given donations to Living Endowment during the past twelve months. Fifteen members of the Guilford faculty attended eighteen local area alumni meetings during the past year. Homecoming and Alumni Day were particularly successful occasions and credit for these programs and for a particularly happy and profitable year should be given to the leadership of President John Googe '50 and the efforts of Gene Key, '51, Alumni Secretary.

### The Downtown Division

The 1963-1964 academic year was a year of deep significance and meaningful experiences for all who were intimately connected with the division. For the first time in its fifteen-year history, there was a noticeable maturity of operation which came from well-established rules and procedures.

The instructional program was greatly facilitated by increased numbers of the college teaching staff sharing their teaching load in the division and members of the division staff teaching on campus. In addition, departmental staff meetings were attended by members of both staffs. Dr. E. Daryl Kent, Academic Dean of the College, worked closely with administrative officials of the division in coordinating the work of the two units.

The Self-Study, which occupied much time and attention, caused examination of every facet of the college program and better understanding of the purpose and scope of the educational program. The

tentative report of the Study Committee is one of the most significant reports concerning the Downtown Division that has ever been compiled and will be most informative to members of the Advisory Board and the Board of Trustees of Guilford College. Copies of the Report should be available for distribution during the summer.

### Enrollment

Division	Summer 1963	Fall 1963	Spring 1964
High School	31	72	48
Business Education	22	152	120
College Credit	170	738	636
Non-Credit	16	168	140
Totals	239	1130	944

The enrollment for the 1963-1964 year was a record enrollment and compared favorably with the enrollments of 253, 1011, and 824 for the Summer, Fall, and Spring terms of the preceding year.

### Staff

The successful 1963-1964 year was the result, in very large measure, of dedicated and loyal service by members of the instructional and administrative staff.

Mrs. Margaret Jernigan, interim acting librarian during the one-year leave of absence of Mrs. Brenda Engelman, will assume the role of librarian for the coming year, due to the resignation of Mrs. Engelman. Mrs. Beverly Troxler has been employed as assistant librarian, replacing Mrs. Doris Walker who has completed her requirements for a degree at Guilford College and will teach in the Greensboro City Schools.

### Downtown Division Financial Position

With all outstanding major bills paid, the trial balance shows record savings in local building and loan companies and banks totaling \$59,401.85, plus approximately \$32,000 in checking accounts. Approximately \$10,656.47 of accounts receivable remain yet to be paid for the current year.

The net worth of the division, according to the audit report of May 31, 1964, was \$931,103.90.

### Financial Position of the College

The fund balances, liabilities and reserves of the college as reported in the official audit dated May 31, 1964 were \$8,517,875. The net worth of the college was \$8,394,858, an increase over 1963 of \$905,506.

# CONSOLIDATED BALANCE SHEET

May 31, 1964

## ASSETS

### Current Funds

Cash on Hand and in Banks . . . .	\$ 162,476.78
Accounts Receivable . . . . .	28,068.29
Note Receivable . . . . .	1,750.00
Investments . . . . .	104,485.58
Inventories . . . . .	26,000.28
Prepaid Insurance . . . . .	3,257.79
Cash Value Life Insurance . . . .	20,950.00
Construction In Process . . . . .	31,441.66

\$ 378,430.38

### Loan Funds

Notes Receivable . . . . .	14,053.07
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### Endowment Funds

Cash in Bank . . . . .	100,948.77
Cash on Deposit with Stock Broker . . . . .	1,749.20
Accounts Receivable . . . . .	872.50
Notes Receivable . . . . .	196,199.76
Funds Held by Others . . . . .	35,462.86
Stocks and Bonds . . . . .	2,060,006.07
Real Estate . . . . .	220,380.42

2,615,619.58

### Plant Funds

Land . . . . .	231,953.50
Buildings . . . . .	4,780,612.45
Parking Area Improvements . . . .	16,722.96
Equipment . . . . .	480,483.91

5,509,772.82

**Total Assets** . . . . . **\$8,517,875.85**

## LIABILITIES

### Current Funds

Accounts Payable . . . . .	\$ 87,946.20
Funds Held for National Defense Student Loans . . . . .	723.75

**Total Liabilities** . . . . . **\$ 88,669.95**

## RESERVES

### Current Funds

Reserve for Repairs and Replacements . . . . .	22,449.16
Reserve for Water Contingency . . . . .	11,898.04
<b>Total Reserve</b> . . . . .	<b>34,347.20</b>

## FUND BALANCES

Current Funds—Restricted . . . .	290,695.10
Current Funds—Unrestricted . . .	660,334.57

	951,029.67
Loan Funds . . . . .	54,791.79
Endowment Funds . . . . .	2,610,710.15
Plant Funds . . . . .	4,778,327.09

**Total Fund Balances** . . . . . **8,394,858.70**

**Total Liabilities, Reserves and Fund Balances** **\$8,517,875.85**

## LOAN FUNDS

May 31, 1964

### FUND BALANCES

College Loan Fund . . . . .	\$ 9,086.90
Masonic Loan Fund . . . . .	627.45
Sara J. Swift Loan Fund . . . . .	455.92
Philadelphia Loan Fund . . . . .	3,486.53
Miles White Loan Fund . . . . .	6,876.02
Elwood C. Perisho Memorial Fund . .	3,100.14
Y. W. C. A. Building Fund . . . . .	526.28
Mebane Loan Fund . . . . .	223.54
Advisory Board Loan Fund . . . . .	271.53
Knight Memorial Loan Fund . . . . .	1,737.57
Girls Aid Loan Fund . . . . .	1,313.62
Margaret Watson Parker Loan Fund . .	83.02
James and Mollie Staunton Lowe Loan Fund . . . . .	2,078.60
Vernon L. and Florence K. Brown Loan Fund . . . . .	305.00
Rufus Jones Loan Fund . . . . .	276.25
Addie Wilson Field Loan Fund . . . .	684.71
Westphal Loan Fund . . . . .	1,050.00
Ora Cox Wilson Loan Fund . . . . .	1,000.00

33,183.08

Fund Balance—Not Allocated— Schedule 4 . . . . .	1,689.43
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**Total Fund Balances** . . . . . **\$34,872.51**

## AUDITOR'S CERTIFICATE

We have examined the Consolidated Balance sheet of Guilford College as of May 31, 1964, and the related statements of Revenues and Expenditures and Analyses of Fund Balances for the fiscal year then ended. Our examination was made in accordance with generally accepted auditing standards, excluding examination of public records pertaining to the titles of the plant assets, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, subject to the qualification regarding plant assets, the accompanying Consolidated Balance Sheet presents fairly the financial position of Guilford College at May 31, 1964, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

DAVENPORT, MARVIN & CAUDLE  
Certified Public Accountants

Greensboro, N. C.—July 14, 1964

## FINANCIAL POSITION

	May 31, 1964	May 31, 1963	May 31, 1962	May 31, 1961	May 31, 1960
<b>PARENT COLLEGE</b>					
Current Funds—Restricted . . . . .	\$ 290,695.10	\$ 306,074.44	\$ 681,349.69	\$ 695,123.33	\$ 372,541.74
Current Funds—Unrestricted . . . . .	499,732.47	352,912.27	158,065.84	71,328.66	61,448.75
	<u>790,427.57</u>	<u>658,986.71</u>	<u>839,415.53</u>	<u>766,451.99</u>	<u>433,990.49</u>
Loan Funds . . . . .	34,872.51	33,475.76	33,570.57	33,156.14	34,272.12
Endowment Funds . . . . .	2,610,710.15	2,537,141.91	2,373,783.31	2,147,494.18	1,973,732.66
Plant Funds . . . . .	4,027,744.57	3,422,865.73	2,784,352.91	2,113,468.13	1,867,230.09
Totals . . . . .	<u>\$7,463,754.80</u>	<u>\$6,652,470.11</u>	<u>\$6,031,122.32</u>	<u>\$5,060,570.44</u>	<u>\$4,309,225.36</u>
<b>GREENSBORO DIVISION OF GUILFORD COLLEGE</b>					
Current Funds—Unrestricted . . . . .	\$ 160,602.10	\$ 87,834.09	\$ 59,109.47	\$ 21,363.16	\$ 28,803.58
Loan Funds . . . . .	19,919.28	10,509.43	4,139.12	200.00	100.00
Plant Funds . . . . .	750,582.52	738,539.66	712,090.84	672,729.42	457,054.26
Totals . . . . .	<u>\$ 931,103.90</u>	<u>\$ 836,883.18</u>	<u>\$ 775,339.43</u>	<u>\$ 694,292.58</u>	<u>\$ 485,957.84</u>
<b>PARENT COLLEGE AND GREENSBORO DIVISION</b>					
Current Funds—Restricted . . . . .	\$ 290,695.10	\$ 306,074.44	\$ 681,349.69	\$ 695,123.33	\$ 372,541.74
Current Funds—Unrestricted . . . . .	660,334.57	440,746.36	217,175.31	92,691.82	90,252.33
	<u>951,029.67</u>	<u>746,820.80</u>	<u>898,525.00</u>	<u>787,815.15</u>	<u>462,794.07</u>
Loan Funds . . . . .	54,791.79	43,985.19	37,709.69	33,356.14	34,372.12
Endowment Funds . . . . .	2,610,710.15	2,537,141.91	2,373,783.31	2,147,494.18	1,973,732.66
Plant Funds . . . . .	4,778,327.09	4,161,405.39	3,496,443.75	2,786,197.55	2,324,284.35
Totals . . . . .	<u>\$8,394,858.70</u>	<u>\$7,489,353.29</u>	<u>\$6,806,461.75</u>	<u>\$5,754,863.02</u>	<u>\$4,795,183.20</u>

## ENDOWMENT FUND BALANCES — ENDOWMENT FUNDS INCOME

May 31, 1964

	Fund Balances	Income		Fund Balances	Income
General Funds . . . . .	\$ 275,108.05	\$ 15,405.28	Mary E. M. Davis Memorial Scholarship Fund . . . . .	1,756.86*	84.33
Mary Reynolds Babcock Foundation Fund . . . . .	100,000.00	4,800.00	J. Franklin Davis Fund . . . . .	1,000.00*	48.00
Raymond Binford Memorial Professorship Fund . . . . .	7,588.00	364.22	Eula Dixon Fund . . . . .	1,017.69*	48.85
Augustine W. and Geneveive Mendenhall Blair Fund . . . . .	1,000.00	48.00	J. Gurney Dixon and Thomas C. Dixon Scholarship Fund . . . . .	1,000.00*	48.00
Emma G. Booe Fund . . . . .	535.00*	25.68	N. C. English and T. R. English Fund . . . . .	27,000.00	1,296.00
Addison and Mary Boren Memorial Fund . . . . .	2,100.00	100.80	Virginia Boulding English Memorial Fund . . . . .	1,000.00	48.00
Edwin P. Brown Scholarship Fund	2,500.00*	120.00	N. F. and Laura Farlow . . . . .	9,079.00*	435.79
Blount Memorial Fund . . . . .	3,500.00	168.00	Addie Wilson Field Loan Fund . .	5,000.00*	240.00
The Ada, Emma, Martha and Elva Blair Memorial Fund . . . . .	1,000.00	48.00	A. Brown Finch Scholarship Fund	10,500.00*	504.00
Sarah E. Benbow Memorial Fund	1,000.00	48.00	Jessica T. Fogle Scholarship Fund	10,000.00*	480.00
Ida Bell Fund . . . . .	1,929.10	92.60	Ford Foundation Fund . . . . .	126,500.00	6,072.00
Barry Chapman Memorial Fund	450.00	21.60	Cyrus Pickett and Lucetta Churchill Frazier Memorial Fund . . . . .	59,201.69	2,841.68
Class of 1937 Scholarship Fund . .	103.65	4.98	Isaac Grovenor and Jane Cummins Frazier Fund . . . . .	2,500.00	120.00
Class of 1946 Fund . . . . .	68.95	3.30	Franklin G. Frazier Scholarship Fund . . . . .	11,413.62*	547.85
Cecil J. Cloud Fund . . . . .	400.00*	19.20	Melvina Frazier Fund . . . . .	1,000.00*	48.00
Annie Lois Henly Coltrane Fund	1,000.00	48.00	Adalia Taylor Futrell Scholarship Fund . . . . .	1,000.00	48.00
Annie M. Couch Memorial Fund	1,000.00	48.00	Girls Aid Fund . . . . .	1,752.91*	84.14
Josiah E. Cowles Memorial Fund . . . . .	7,062.64	339.00	Girls Home Fund . . . . .	6,040.83	289.96
Elwood Cox Scholarship Fund . .	1,000.00*	48.00	Harriett Green Fund . . . . .	12,389.48	594.70
Jonathan and Elizabeth Cox Fund	15,000.00	720.00	Greensboro Advisory Board Scholarship Fund . . . . .	7,650.00*	367.20
Joseph J. and Mary D. Cox Memorial Fund . . . . .	4,500.00	216.00	The Greensboro Fund . . . . .	22,788.05	1,093.83
J. S. and M. D. Cox Fund . . . .	5,000.00	240.00	John B. Griffin Scholarship Fund	1,625.00*	78.00
Cox Hall Fund . . . . .	5,000.00	240.00	John B. Griffin Memorial Fund	500.00	24.00
E. Franklin Craven and Minnie Phipps Craven Fund . . . . .	95,052.88	4,562.54			

	Fund Balances	Income		Fund Balances	Income
J. Robert and Retta Hardin Scholarship Fund	1,000.00*	48.00	Dr. Russell Pope and Ethel A. Pope Fund	1,000.00	48.00
Samuel L. and Evelyn M. Haworth Fund	7,341.25	352.38	Amos and Martha Ragan Family Memorial Fund	75,000.00*	3,600.00
L. A. Henley Fund	2,070.15	99.37	Serena L. Rees Fund	4,764.03*	228.67
Ida Lowe Hicks Fund	3,000.00	144.00	John W. Register Fund	1,000.00	48.00
Fowell B. Hill Fund	1,000.00	48.00	James Reynolds Fund	400.00	19.20
Nathan Branson Hill Fund	5,000.00	240.00	Chas. C. Richardson Fund	1,000.00	48.00
S. A. and Laura P. Hodgkin Fund	68,744.42	3,299.73	Ricks Memorial Library Fund	10,247.24	491.86
A. P. Holliday Fund	6,761.02	324.53	Riverside Manufacturing Company Scholarship Fund	12,500.00*	600.00
Richard L. and Hettie O. Hollowell Memorial Fund	25,000.00	1,200.00	Josephine Leonard Robbins Memorial Fund	1,325.00	63.60
Alsa C. and Emily S. Howard Scholarship Fund	37,774.20*	1,813.16	William Lee and Ruth C. Rudd Fund	3,000.00	144.00
Nathan Hunt Memorial Fund	1,500.00	72.00	Marion B. and Elisabeth Rustedt Fund	1,000.00 R. I.	.00
D. H. Jackson Fund	1,500.00	72.00	Isaac Sharpless Memorial Fund	50.00	2.40
E. Daryl Kent Fund	333.33	16.00	Harold and Mildred Leak Schiffman Fund	31,500.00 R. I.	.00
Thomas E. and Sally B. Kidd Fund	2,500.00 R. I.	.00	C. F. Seymour Fund	500.00	24.00
Francis T. King Fund	5,000.00	240.00	Margaret Cleo Seymour Fund	500.00	24.00
Roxie Armfield King Fund	155,561.04*	7,466.93	The B. Clyde Shore Fund	3,076.85*	147.69
Rufus King Peace Fund	47.45**	2.28	Elisha Thomas and Louisa Bradshaw Snipes Fund	8,321.75*	399.44
N. Era Lasley Scholarship Fund	2,009.84*	96.47	Ethel Speas Scholarship Fund	91,754.44*	4,404.21
Library Fund	100,000.00	4,800.00	Dr. James Horace Stimson Memorial Fund	1,827.03	87.70
Ella Lindley Memorial Fund	5,000.00*	240.00	Margaret White Symmes Fund	1,000.00	48.00
William (Bill) G. Lindsey Scholarship Fund	3,005.61*	144.27	Mary E. Starbuck and Ora Lee Tapscott Memorial Fund	425.00	20.40
Ezra Murray Meader Fund	500.00**	24.00	Amos Stuart Fund	25,000.00*	1,200.00
Elihu and Abigail N. Mendenhall Memorial Fund	12,350.00	592.80	The Elbridge A. Stuart Fund	46,500.00	2,232.00
N. Pauline Mendenhall Fund	1,000.00	48.00	Allen and Anna Tomlinson Memorial Fund	250.00	12.00
Nereus and Oriana Mendenhall Mathematics Scholarship Fund	4,182.82*	200.78	Martha S. Tomlinson Memorial Fund	600.00	28.80
Richard Percy Mendenhall and Pearl Mendenhall Walker Mem. Fd.	77,423.48	3,716.33	Exum Unthank Memorial Fund	334.40	16.05
Merrill Lynch, Pierce, Fenner and Smith Fund	1,350.00	64.80	Fred L. Van Dolsen, Sr. Fund	5,640.25	270.72
Clyde A. and Ernestine C. Milner Fund	2,300.00*	110.40	Vick Scholarship Fund	5,000.00*	240.00
Clyde A. and Ernestine C. Milner Fund (by Trustees)	6,000.00 R. I.	.00	J. Curt and Gertrude Victorius Fund	9,000.00 R. I.	.00
Clyde A. and Ernestine C. Milner Fund	11,775.00 R. I.	.00	J. M. Ward Fund	112,928.60**	5,420.54
Ida Millis Fund	1,500.00	72.00	John C. Whittaker Fund	500.00	24.00
James Arnold Mitchell Memorial Scholarship Fund	14,000.00*	672.00	Cora E. White Contingent Fund	500.00	24.00
The Colonel Robert Mitchell Fund	10,850.00 R. I.	.00	Frances White Fund	5,000.00	240.00
New Garden Boarding School Fund	1,000.00	48.00	George W. White Memorial Fund	1,000.00	48.00
Oliver Woodson Nixon Fund	25,000.00	1,200.00	George W. and Mary E. White Contingent Fund	5,000.00	240.00
Leora Sherrill O'Callighan Fund	2,199.10*	105.55	Henryanna Hackney White Scholarship Fund	1,000.00*	48.00
Susanna Osborne Fund	1,000.00*	48.00	Henryanna Hackney White Memorial Fund	10,000.00	480.00
William F. Overman Fund	1,000.00*	48.00	Mary J. White Fund	150.00	7.20
William H. and Margaret Davis Overman Memorial Fund	8,911.07*	427.73	Rufus and Lydia White Memorial Fund	1,000.00	48.00
J. Wilmer Pancoast Fund	8,276.56*	397.25	Clara D. Willetts Fund (Girls Aid)	31,095.39**	1,492.58
Ellwood W. and Elizabeth S. Parker Fund	2,500.00*	120.00	R. L. and Alice B. Wolff Memorial Fund	4,150.00	199.20
D. Ralph Parker Memorial Room Furnishings and Equipment Fd.	1,000.00**	48.00	John W. and Mary C. Woody Memorial Fund	500.00	24.00
David and Cora Worth Parsons Fund	3,000.00 R. I.	.00	The Laura D. and Lina E. Worth Fund	1,000.00**	48.00
Harriett Peck Fund	1,000.00	48.00	Yearly Meeting Fund	30,362.86**	3,036.28
Ann E. W. Peele Fund	500.00	24.00	Total Funds Allocated	2,048,950.43	98,498.48
Philadelphia Scholarship Fund	15,517.82*	744.85	Fund Balance Not Allocated	561,759.72	26,964.47
Physical Education Fund	350.00**	16.80	Totals	\$2,610,710.15	\$ 125,462.95

\* Restricted for Scholarships.  
 \*\* Restricted for grants or other educational purposes.  
 R.I. Reserved (Life) Income.

## **THE FUTURE**

### **Outline of a Program of Development for the Future**

The Guilford College Board of Trustees has adopted a broad development program and is looking toward its completion at least by 1972. This program will include and emphasize the following:

#### **Endowment**

In the Guilford College Development Program the major emphasis will be on raising funds to increase the permanent endowment of the college from the present \$2,610,710 to a minimum of \$7,000,000. This will provide additional stabilizing funds for faculty salaries, student scholarships, and library and other teaching equipment.

#### **New Buildings and Renovation of Buildings**

It is important to begin construction of an administration-classroom building to provide offices for the college administration, eight classrooms and the World Culture Center. After completion of this building, Memorial Hall can be remodeled for faculty offices and other student counselling services, and Archdale Hall can be reconverted to its original function as a dormitory for forty-six men.

#### **Additional Physical Education Facilities**

A fieldhouse-gymnasium and swimming pool are highly desirable. Tentative plans call for these facili-

ties to be located east of the gymnasium. Additional playing fields for intramural sports for both men and women students will be planned and constructed.

#### **Downtown Division**

Under immediate consideration is the purchase of the Blandwood property. It is proposed to remodel the original home of Governor John Motley Morehead, to move the Downtown Division library to the first floor of the structure and to use the present library space for additional classrooms.

### **CONCLUSION**

It has been an inspiring experience to review the growth and development of Guilford College during the past thirty years as well as to give in more detail the activities of Guilford's 127th year and to present a tentative program for the future. Again the administration wishes to express appreciation to every one who has made this significant thirty-year record possible.

Respectfully submitted,

*Clyde A. Milner*  
President

July 10, 1964

Chartered 1834

Founded 1837

## GUILFORD COLLEGE

### CALENDAR FOR THE ONE HUNDRED TWENTY-EIGHTH YEAR

Enrollment of Freshman Class .....	Monday, September 14, 1964
Enrollment of Upperclassmen .....	Thursday, September 17, 1964
All classes begin .....	Friday, September 18, 1964
Meeting of the Greensboro Advisory Board .....	Tuesday, October 6, 1964
Meeting of the Board of Trustees .....	Friday, October 9, 1964
Homecoming .....	Saturday, October 24, 1964
Founders' Day .....	Friday, November 6, 1964
Ward Lecture .....	Friday, November 6, 1964
Thanksgiving Holidays .....	Wednesday, November 25, 4:30 p.m. to Friday, November 27, 8:30 a.m.
Christmas Holidays .....	Friday, December 18, 1964, 12:30 p.m. to 8:30 a.m. on Tuesday, January 5, 1965
Meeting of the Board of Trustees .....	Friday, January 15, 1965
Spring Holidays .....	Saturday, March 20, 1965, at 12:30 p.m. to 8:30 a.m. Tuesday, March 30, 1965
Meeting of the Greensboro Advisory Board .....	Tuesday, April 6, 1965
Meeting of the Board of Trustees .....	Friday, April 9, 1965
Alumni Day .....	Saturday, May 29, 1965
Baccalaureate Sermon .....	Sunday, May 30, 1965
Commencement Exercises .....	Monday, May 31, 1965
Summer Session Registration .....	Monday, June 7, 1965
Meeting of the Board of Trustees .....	Friday, July 16, 1965
Close of Summer Session .....	Sunday, August 8, 1965







The President's

Annual Report  
*for the*  
One Hundred Twenty-eighth Year

June 1, 1964 to May 31, 1965



Guilford College

Greensboro, North Carolina

GUILFORD COLLEGE BULLETIN

Vol. LVIII

September, 1965

No. 9



THE PRESIDENT'S  
ANNUAL REPORT  
for the  
ONE HUNDRED TWENTY-EIGHTH YEAR  
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# GUILFORD COLLEGE'S 128th YEAR

## June 1, 1964 to May 31, 1965

### Introduction

This regular annual report prepared for the trustees and presented to the Yearly Meeting details activities and progress during Guilford's 128th year of continuous educational service and its seventy-seventh year as a chartered liberal arts college. Just fifty years ago, Lewis Lyndon Hobbs submitted his twenty-seventh and final report as president. It is significant to note that emphases during succeeding years have been the same: that total reality is spiritual, that all truth is one, that teaching is truly a ministry, that special attention must be placed upon the high quality of education, that the individual student is of central importance and that the Yearly Meeting has a continuing responsibility to the college.

The following brief excerpts from Lewis Lyndon Hobbs' final reports illustrate his educational program. His three successors have continued and implemented, each in his own way, these same concepts of basic Quaker educational philosophy.

"During the year an active religious spirit has been maintained . . ."

"It is more apparent than ever that Guilford should rigidly stick to genuine scholarship and fight out her course on that line . . . the fact is that for the truth, growth of mind and breadth of view, which is the only view approaching the truth, it is necessary for these great laws of human expansion to have time to soak into one, and take root and grow, like good seed planted in good ground. If Guilford will stick to simplicity and thorough work, no power can prevent her from being one of the most useful colleges to be found anywhere . . ."

"None who have been connected with the college have been unmindful of the fixed purpose to make the institution as helpful as possible to the young people whom it is a constant pleasure to have under our care. To those who from year to year watch the progress and expanding powers of young men and women pursuing with vigor and persistence well defined courses of study, there ever comes a keenness of delight that none but a true leader can fully know . . ."

"May we be quick to see how large a factor in our missions we have in Guilford College, and may

every member of the Yearly Meeting come to value more and more the worth to the Yearly Meeting there is in our college. We ought also to see to it that we all make contribution to it in some way."

During the last three years an extensive survey and an intensive study of the Church-Related Colleges have been financed by the Danforth Foundation; the preliminary, printed report validates the guidelines used by the four presidents of Guilford College during the last three-quarters of a century.

"(7) *Financial responsibility of churches* — We think the time has come for most churches to reconsider their obligations to church-sponsored colleges and universities and to increase their appropriations substantially. How long can self-respecting churches permit other donors to bear the primary responsibility for the support of these institutions? (p. 58). "As we have implied, the differences among churches in their support of colleges are enormous. Some churches provide almost no funds, others contribute more than 50 per cent of operating budgets and capital funds. One church underwrites its principal institution at the rate of \$1,000 per student per year. The average, as we have already reported, is 12.8 per cent of operating budget." (p. 57).

"(10) *Emphasis on the humanities and public affairs* — Thoughtful students of American higher education have been saying for a long time that the humanistic dimensions of life are being neglected in undergraduate curricula. This is an area in which the church institutions have compelling reasons for seeking strength. The humanities, properly taught, provide a supportive and nurturing environment for religious thought and action. Well-taught courses in literature, history, and philosophy should lead the student to an intelligent appreciation of the place of religion in his education. Thus, it would seem to us that, at a time when the humanities are fighting a losing battle in higher education, having been badly eclipsed by other disciplines and ways of viewing reality, the 817 church colleges and universities could not only serve their own

purposes, but they could also help to preserve balance in the whole educational system by stressing that field. We urge them to become citadels of the humanities—effective champions of the humanistic view of life.” (p. 60).

“(11) *The common experience of educated men.*

—Several of the most serious weaknesses identified in the appraisal section of this report concern the organization of the liberal arts curriculum and the thoroughness of teaching. We believe that the first step in the curricular strengthening of most liberal arts colleges (including church colleges) is the clear formulation by the faculties of the common body of knowledge, intellectual skills, and other learning which should be required of all students seeking a liberal arts degree. This common core is the heart of liberal education. In many colleges it has been neglected. More attention should be given to those liberal arts which used to be called the trivium—grammar, logic, and rhetoric—or translated into present-day terms—writing, reading, speaking, and critical thinking. Most college graduates have not mastered these arts to the point of advanced proficiency. More thorough instruction is required. We are not talking here about a faddish plan—something new and fancy—but simply an insistence that students have a good command of the intellectual skills which have always been recognized as essential to the liberally educated person.” (p. 61).

“(12) *A reasoned framework of belief* — We recommend that church colleges make definite provision in their curricula for helping students develop a philosophy of life, a faith, a coherent and reasoned understanding of fundamental matters. It is now assumed by most colleges that this goal is attained indirectly and fortuitously, that it is not an objective toward the achievement of which the student can be assisted in an orderly way. This assumption is fallacious. The student is no more likely to arrive at a sound world view effortlessly and by chance than he is to master calculus as a by-product of studying psychology or music.

“Presumably in a Christian institution a special effort will be made to assist the student in arriving at a Christian synthesis. In this connection we commend to the attention of faculties and administrators two innovations which we regard as highly significant: the Christianity and Culture Program of St. Andrews Presbyterian College, Laurinburg, North Carolina, and the Christian Culture Program at St. Mary’s College, Notre Dame, Indiana.” (p. 62).

“(14) *Intellectual leadership for churches* — It is time that the colleges turn their attention to the churches that have nurtured them and not merely look to the churches as sources of students and money. The grave problems faced by the churches have already been outlined. To reverse or redirect or adapt to a change in world

view as profound as that through which we are passing cannot be simple. It may take a century for the church to chart its course of action. We urge that church college faculties make their scholarly contribution to the sound development of Christian social thought—a requisite in this age of turbulence. Some colleges are already providing certain types of leadership to the churches, but more is required.” (p. 63-65).

### Enrollment

A total of 2,662 individuals studied at Guilford College during the academic year ending May 31, 1965. Of these, 1,038 were enrolled on the campus and 1,624 at the Downtown Division.

A study of the campus student body reveals that 628 students came to Guilford from North Carolina, 138 of these from the City of Greensboro, 79 from Guilford County outside Greensboro, and the others from 58 different counties of the state. From 20 other states and the District of Columbia there were 282 students.

Ten foreign countries were represented in the student body: Cambodia, Chile, Cuba, England, Guatemala, Japan, Kenya, Korea, Mexico, and Puerto Rico. In addition, two American citizens attended whose families are resident abroad — in Afghanistan and South Viet Nam.

Again there was a wide variety of religious affiliations among Guilford students. Among the Christian groups the following had the largest numbers: Methodist, 208; Baptist, 174; Presbyterian, 109; Society of Friends, 107; Episcopal, 75; Catholic, 37.

### New Trustees

Two outstanding supporters of Guilford College were elected to the Guilford College Board of Trustees during the past year: Sidney Halstead Tomlinson, Jr. of High Point and J. Paul Reynolds, Dean of the Faculty, Wilmington College, Wilmington, North Carolina.

Sidney H. Tomlinson, Vice-President of Tomlinson of High Point, received his B.S. from Davidson College. He is a member of High Point Monthly Meeting and Vice-President of North Carolina Quaker Men. His father, brother and other relatives attended Guilford College, and members of his family have served on the board in earlier years.

J. Paul Reynolds, a Guilford graduate of the Class of 1928, received his Ph.D. from Johns Hopkins University, and has taught at Guilford, the University of North Carolina, Birmingham Southern and Florida State University. Prior to assuming his present administrative position as Dean of Wilmington College, Wilmington, N. C., he was Dean of the College of Arts and Sciences at Florida State University. He also is a descendant of Guilfordians. A great-uncle and aunt of the Reynolds family were in Guilford’s first class in 1837, and his father and an uncle graduated from Guilford, as well as two sisters and three brothers.

### Administrative Changes

With the retirement of Clyde A. Milner, who became President Emeritus after thirty-one years as president, Grimsley T. Hobbs assumed this office on

July 1, 1965. Grimsley Hobbs, recently Professor of Philosophy at Earlham College, has deep roots both of ancestry and concern in Guilford's past as described in detail in the April Bulletin of the college. With his guidance, we trust the college will not only continue to pursue its long established goals, but meet the present with confidence and move toward the future with fresh vigor and enthusiasm.

Grady E. Love, Director of the Downtown Division of Guilford College, resigned his position as of July 1, 1965, to assume the presidency of the newly-established Davidson County Community College in Lexington, North Carolina. Dr. Love guided the division in Greensboro from its beginning as the Greensboro Evening College, formed by a group of interested Greensboro citizens. He continued to direct this educational enterprise under the auspices of Guilford College, which took the project over in 1953.

### Faculty

Upon her retirement as Professor of Psychology, Ernestine C. Milner has been named *Professor Emerita*.

Carroll and Mary Feagins have been given leaves of absence for two years from their teaching duties at Guilford. Carroll is to work with the International Seminar Program of the AFSC in East Asia. They are to make their home in New Delhi.

J. Stuart Devlin, Jr., Assistant Professor of Business and Economics, will continue on leave of absence for graduate study toward the Ph.D. at Florida State University in Tallahassee.

Paul E. Zopf, Jr., Assistant Professor of Sociology, has been granted a leave of absence for the academic year 1965-66 and will continue his studies towards the Ph.D. at Florida State University.

Sheldon J. Morganstern, Instructor in Music, will continue on leave of absence for study at the New England Conservatory of Music for the academic year 1965-66.

### Promotions

Dr. Ann F. Deagon has been advanced from Assistant Professor to Associate Professor of Languages; Olena S. Bunn to Assistant Professor of English; Jean Noel Adams to Assistant Professor of Business Education; Herbert G. Reid to Assistant Professor of Political Science; William E. Fulcher to Assistant Professor of Natural Science; John D. Lambeth to Assistant Professor in Men's Physical Education.

Ilma T. Morell was advanced to Assistant Professor of Mathematics during the past academic year.

### Faculty Grants — Summer, 1965

This summer ten members of the faculty are taking advantage of special grants.

Receiving assistance through Piedmont University Center grants are: Olena S. Bunn, Assistant Professor of English at the Downtown Division, who will study in England at the Shakespeare Institute at Stratford-Upon-Avon, which is under the auspices of the University of Birmingham; Claude K. Cook, Assistant Professor of Music, who will take a six weeks course of concentrated study in piano at Columbia University,

where he will also work on his dissertation, the only remaining requirement for his doctor's degree from that institution; Rosalie O. Payne, Lecturer in French, who will be studying toward her master's degree in French at the University of North Carolina at Chapel Hill.

Danforth Foundation grants were given to: Alan G. Atwell, Dean of Men, who will work toward his M.A. at the University of North Carolina at Greensboro; Herbert T. Appenzeller, Coach and Professor of Education, who will seek to complete his dissertation for the doctorate from Duke University, with a view to publication; William E. Fulcher, Assistant Professor of Natural Science, who will study toward his Ph.D. at the University of North Carolina at Chapel Hill; Leon H. Lee, Assistant Professor of English, who will do graduate work in English toward his doctorate from the University of North Carolina at Chapel Hill; and Gwen Reddeck, Instructor in Women's Physical Education, who will study at the University of North Carolina at Greensboro.

John Stewart returned early in June from travel begun in mid-April with a group that visited Morocco, the United Arab Republic, Kenya, Madagascar, Uganda and Tunisia, under the auspices of the A.A.U. The purpose of this trip was to instruct Africans in methods in track and field, and to promote good will between these two nations and the United States. Herbert T. Appenzeller left in mid-July for a similar trip to Thailand and Hong Kong.

### Homecoming Day

Saturday, October 24, 1964, was celebrated as Homecoming Day with a large number of Guilfordians returning to the campus to enjoy the traditional festivities.

An open house was held in the morning at the College Library, so that visitors could view the new addition and renovation of the older portion of the building. In the afternoon, open house was held in the dormitories, and prizes were offered for decorations. The football game was played against Maryville College. Dinner at Founders Hall was followed by the annual Homecoming Dance.

### Founders Day — Ward Lecture

On Founders Day, Friday, November 6, the regular morning convocation in Dana Auditorium featured a program at which the members of the Guilford College Board of Trustees were introduced to the student body. Following this the Dana Scholars for 1964 were recognized and honored. In the afternoon there was a tea for guests, faculty and friends in the College Library. The fifteenth Ward Lecture was given at eight o'clock in Dana Auditorium by James F. Walker, Chairman of the Friends World Committee for Consultation. His subject was "The World-wide Society of Friends."

### Scholarship Day

Friday, April 23, was observed as Scholarship Day with former members of the Guilford Scholarship Society accepting the college's invitation to return and participate in the program. Dr. William B. Edgerton

'34, Chairman of the Department of Slavic Languages and Literatures at Indiana University, was the Scholarship Day speaker. His subject was "The Adventurous Life of the Scholar." Edgerton is a graduate member of the Scholarship Society. Following luncheon at Founders Hall, students and alumni attended several carefully arranged seminars. The seminar on "Scholarly Research and Teaching," over which Hiram Hilty presided, featured a panel discussion led by William Edgerton. Howard Holderness of Greensboro, President of Jefferson Standard Life Insurance Company, led a discussion of "Liberal Education: A Basis for Business Leadership." Panelists were Samuel G. Wilson '48, William O. Leonard, Jr. '50 and Jack E. Tilley '49. David H. Parsons, Jr. '33, presided. A group under Ernestine C. Milner's leadership, with Isabella Jinnett '31, Children's Librarian at the Enoch Pratt Library in Baltimore, as speaker, considered "Literary Interests of Children." E. Garness Purdom moderated a discussion of "The Challenge of Modern Science to Higher Education" in which Edgar P. H. Meibohm '36 and Maurice T. Raiford '61 were participants. At the evening banquet, Ernestine C. Milner, Professor of Psychology and sponsor of the Guilford Scholarship Society, was the featured speaker. Her subject was "Scholarship — Guilford's Measure of Excellence."

#### Alumni Day — May 29

Alumni Day this year was unusual both in size of attendance and in the importance of its programs, which paid tribute to Clyde and Ernestine Milner.

The events of the day opened, as usual, with registration and social gatherings on the central campus and the porch of Founders Hall. John Gooze, retiring president, presided at the Reunion Luncheon, where the reunion classes were introduced, particularly the honored Fifty-Year Group, and the graduating class was inducted into the alumni association. For the City of Greensboro, Harper J. Elam, Jr., as Mayor pro tem, read the proclamation of Milner Day in the City. Dr. A. R. Keppel, Executive Director of the Piedmont University Center, presented to Clyde A. Milner a copy of a resolution passed by the Executive Committee commending him for his creative interest in and cooperation with the Center.

Reunions and teas occupied the afternoon, and the evening buffet was outstanding. The speaker of the evening was Dr. Harold Tribble, who set forth the important qualifications of a college president as exemplified by Clyde Milner.

John Gooze, president of the Alumni Association, gave the Milners plane tickets for their twenty-month trip around the world as a very special gift from more than a thousand alumni and friends.

A full and detailed description of all the events of this day will be found in the June Alumni Journal.

All Guilfordians unite in giving praise and recognition to the members of the Executive Committee of the Alumni Association and to all persons assigned responsibilities to make Alumni Day a memorable one. President John Gooze, '50, Audrey Smith Duncan, '51, Ruth Newlin Coble, '37, Jack Tilley, '49, Charles C. Hendricks, '40, Mildred Marlette, '35, J. Floyd Moore, '39,

along with Gene S. Key, '51, Alumni Secretary, are accorded special praise for their leadership.

#### Baccalaureate Sunday — May 30

Clyde A. Milner gave the baccalaureate sermon at an impressive eleven o'clock service in Dana Auditorium. He stressed the need for a creative way of life, not being pressed by the world into its mold, but being remolded from within by the spirit of God.

On Sunday evening at six-thirty o'clock there was a special documentary film on the Milners, presented by Station WFMY-TV. It was one of this station's *Channel Two Reports* and was titled "Wisdom and Virtue — the Story of the Milners and Guilford College."

Following an enjoyable eight o'clock musical program by the Guilford College A Cappella Choir, conducted by Carl C. Baumbach and Jerry M. Smyre, Clyde A. Milner and Ernestine Cookson Milner, with Robert H. Frazier, Chairman of the Board of Trustees, and Florence Hyde Frazier received in honor of the graduates in the foyer of Dana Auditorium.

#### Commencement — May 31

The commencement speaker was J. Braxton Craven, Jr., Chief Judge of the United States District Court, Western District of North Carolina. He is the great-grandson of Braxton Craven, a member of one of the early classes at New Garden Boarding School, which became Guilford College. Braxton Craven became a noted teacher and scholar, and was the first president of Trinity College, now Duke University.

The speaker proved himself able in his own right, giving the members of the graduating class an inspiring address. He lauded the virtue of compromise and asked for the true patriotism that seeks the ultimate good of all. In particular, he stressed the strong testimonies of Friends for integrity, service to others, and dedication to peace.

#### Special Programs and Activities

Under the cooperative plan of the Piedmont University Center, three outstanding Visiting Scholars came to Guilford during the academic year and gave provocative and stimulating addresses. Again this year Guilford took advantage of the Fine Arts Program of the Association of American Colleges, as well as of the offerings of various independent artists and scholars, sponsored by various campus and alumni groups.

The A Cappella Choir filled engagements in eastern North Carolina, Georgia, South Carolina and Florida. The choir traveled to New York to sing at the World's Fair on Friday and Saturday, April 30th and May 1st. The Revelers Club presented two successful plays, Camus' "The Just Assassins" in the fall, and Pirandello's "As You Desire Me" in the spring.

#### Library

Treva W. Mathis, Acting Librarian, expresses appreciation to all members of the staff for exceptionally faithful work and cooperation during the past year. She accords them special commendation for maintaining library services during the remodeling and enlarging of the library.



A total of 3,440 books and 101 microfilm reels were accessioned, 112 volumes were withdrawn during the year, bringing accessioned volumes to 59,618. Unaccessioned items, consisting of 182 theses, 343 pamphlets, and 190 mounted clippings, were added to last year's figure of 64,532, making all library holdings to date 68,676.

More than 18,000 books and periodicals were charged for use outside the library; 26,073 books were used for required reading in the library; and 116 pictures, 258 recordings, 20 filmstrips, 64 microfilm reels, 100 pamphlets, and 32 theses were circulated. The total use of library materials for the year was 44,703. Of the 18,040 books loaned, 16,951 were to students, 733 to faculty, and 356 to non-college borrowers.

Two large reading rooms, a Reference Room and a Reserve Book Room, and three levels of stacks, all air-conditioned, were added to the library, more than doubling the floor space of the original structure and the first addition which was completed in 1950. At the same time that the new wings were being built, much of the interior of the old building was given extensive remodeling.

#### **Downtown Division Library**

Margaret Jernigan, Acting Librarian, Downtown Division, reports that efforts continue to be made to expand the holdings and that student use of the library has shown an encouraging increase. Mrs. Jernigan also expresses appreciation to administrative officers of the Downtown Division, to the library staff and to the campus library staff for helpful advice and cooperation.

A total of 1,342 books were accessioned, 385 books are ready for processing and 160 books on order. Total accessioned books in the library on May 31, 1965 was 6,599. In addition, there are 150 carefully selected paperback books on the special general reading shelf. Total circulation for the library was 8,957, an average of 248 per week.

#### **North Carolina Foundation of Church-Related Colleges**

Guilford's membership in the North Carolina Foundation of Church-Related Colleges has continued to prove valuable. Through this cooperative fund-raising project the college received a total of \$31,556.04 for the past year.

#### **Yearly Meeting Relations**

John Pipkin spent a very active year as Director of Yearly Meeting Relations for the college. In addition to speaking at many Monthly Meetings and faithfully attending Quarterly Meetings and monthly Ministers' Association gatherings, he represented both Guilford and Friends at various conferences with groups and individuals.

On the campus he was a sponsor for the campus Friends Youth Fellowship and the Student Christian Association, and served on the African Student Committee as treasurer of the fund collected for the assistance of these Friends. He is also a North Carolina representative on the American Section of the Friends World Committee for Consultation.

#### **Honors for the Milners**

During the closing weeks of the past academic year the Milners were honored by many special groups. The Greensboro Chapter of the National Conference of Christians and Jews presented the Brotherhood Award to Dr. Milner. This coveted commendation for special services was given to him at the annual banquet. The Guilford College Chapter of the Association of University Professors honored Clyde and Ernestine Milner at their first "annual" banquet. The Guilford College faculty held a dinner in honor of the Milners and presented each of them with a gift. The first week in May was designated as Milner Week at the college, and the two regular convocations were devoted respectively to messages from the Milners and speeches in honor of them. The entire commencement weekend centered around the president and his wife and gave testimony to the high regard in which they are held by all Guilfordians.

#### **Planning for the Fourth World Conference of Friends**

Guilford College has been chosen as the location for the historic Fourth World Conference of Friends, July 24-August 3, 1967. The first three world conferences were held in London (1920), Philadelphia (on the Swarthmore campus, 1937), and Oxford, England (in the Town Hall, 1952).

North Carolina Yearly Meeting and the Guilford College Board of Trustees extended the invitation to the Friends World Committee for Consultation at its eighth session in Kenya, in 1961. The invitation was accepted at the ninth session in Ireland, in 1964.

A planning committee of 100 members has been working for the past year on the conference program, study materials which are to be made available in January 1966, quotas, and the many details involved in bringing together about 900 official representatives of Friends from five continents. It is expected that Guilford College will be the committee headquarters, with an office to be set up in September, 1966.

During the conference, meetings and meals will be on the Guilford campus for all representatives. About 650 will be housed on the campus, while the remainder will be placed at the University of North Carolina at Greensboro, or at private places of their own choice.

Purposes of the conference are to bring Friends together from all parts of the world for worship, fellowship and study; to deepen the bonds of Christian fellowship; and to seek ways of implementing the concerns of Friends in their search for God's will among men.

The Fourth World Conference will provide Guilford College with its greatest opportunity and challenge in 130 years of service to the worldwide Society of Friends. Its faculty and student body have increasingly identified themselves with the spiritual, social, economic, and political needs of the world in recent years, and this opportunity to contribute to the cause of world peace through the Society of Friends is unparalleled. May we meet it with all our resources.

## Downtown Division of Guilford College

The Downtown Division of Guilford College continued its growth and development during the past year. Total number of students enrolled for two semesters and summer school was 1,624.

### Guilford's Past and Proposed Development

Academic Year	Students Enrolled	Library Books	Operating Revenue	Endowment	Total Worth
1932	330	13,582	\$ 149,775	\$ 578,514	\$ 931,275
1942	382	24,078	172,571	664,346	1,106,498
1952	527	34,412	363,369	1,121,270	3,508,318
1962	2,333	56,317	1,144,172	2,373,783	6,806,462
1963	2,374	59,872	1,496,159	2,537,147	7,489,253
1964	2,651	69,675	1,649,296	2,610,710	8,394,858
1965	2,662	75,426	1,761,936	2,710,630	9,022,085
1972	2,850	100,000	2,000,000	7,000,000	15,000,000

It has been established by the college trustees that enrollment on the campus will remain at 850 students as at present, and that the enrollment of the Downtown Division will possibly increase to 2,000, a number which can be accommodated with present facilities. It is also proposed that the number of books in the library be increased to 100,000 by the addition of 2,500 carefully selected volumes each year. The faculty teaching full time on the campus should be increased to 60 with an additional 12 dividing their teaching responsibilities with the Downtown Division. The faculty salary range should be doubled by 1972.

It is essential that plans for renovation of old buildings and for a building to house greatly needed administrative offices and classrooms be carefully studied and construction started as soon as possible. The Doris Duke Foundation has established a fund in the amount of \$45,000 for renovation of Memorial Hall, primarily for offices of faculty, deans, and other personnel for student counseling.

Added physical education and athletic facilities for men and women including playing fields, a fieldhouse and a swimming pool should be provided as money is available. Provisions for adequate faculty housing and campus improvements are also included in the projected program.

It is essential that we continue the special public relations program with all the meetings of the North Carolina Yearly Meeting and with former students and graduates of the college, as well as with local businesses, national corporations and foundations. It is strongly urged that a special committee be appointed and a definite Wills and Bequests Program actively promoted.

## Financial Position of the College

As is indicated above, the financial condition has had a steady and consistent growth during the last three decades. According to the auditor's report, the net worth of the college as of June 1, 1965 is \$9,022,085, an increase of \$627,227. The total fund balances are listed as \$9,171,429. The endowment funds (book value) are \$2,710,630, an increase during the year of \$99,920. According to the J. & W. Seligman & Co.'s report of July 9, 1965, the market value is \$3,641,333. Total operating revenue for the 1964-1965 year was \$1,761,936, an increase of \$112,640 over the previous year.

### Conclusion

In January, 1963, I reported that I planned to retire at the end of the 1964-65 academic year. Immediately a program of activity emerged: the meeting with Friends around the world to invite representation to the Fourth World Conference and the visitation of colleges and universities which are affiliated with the Council of Protestant Colleges and Universities. Although deeply grateful for the invitation of the Board of Trustees to continue as president until September 1, 1967, it has been increasingly clear to me that the decision to retire after thirty-five years of service to Guilford College (thirty-one as president) was right and wise.

During the years, I have deeply appreciated the friendly cooperation and creative assistance of so many colleagues, trustees, and the increasing number of friends of the college. Without their assistance the growth and development of the college during this period would not have occurred.

It has, indeed, been a high privilege to be first the dean and then the president of Guilford College for more than a third of a century and to have had a part in its educational and development programs.

As previously stated to the faculty, the students, and the Board of Trustees, I bespeak for the fifth president, Grimsley Taylor Hobbs, the wholehearted support and cooperation of everyone so that Guilford College may continue to grow in its effective service to youth, the Society of Friends, and to all mankind.

Respectfully submitted,

July 23, 1965.

*Clyde A. Milner*

President

# CONSOLIDATED BALANCE SHEET

May 31, 1965

ASSETS	
<b>Current Funds</b>	
Cash on Hand and in Banks . . . . \$	434,006.75
Accounts Receivable . . . . .	19,923.46
Note Receivable . . . . .	4,000.00
Investments . . . . .	137,944.58
Inventories . . . . .	23,373.82
Prepaid Insurance . . . . .	3,981.15
Cash Value—Life Insurance . . . . .	23,459.66
	\$ 646,689.42
<b>Loan Funds</b>	
Cash in Savings Accounts . . . . .	17,310.46
Notes Receivable . . . . .	17,912.10
	35,222.56
<b>Endowment Funds</b>	
Cash in Bank . . . . .	5,872.80
Cash on Deposit with	
Stock Broker . . . . .	588.98
Accounts Receivable . . . . .	1,454.43
Notes Receivable . . . . .	167,036.13
Funds Held by Others . . . . .	35,462.86
Stocks and Bonds . . . . .	2,283,701.59
Real Estate . . . . .	220,380.42
	2,714,497.21
<b>Plant Funds</b>	
Land . . . . .	231,953.50
Buildings . . . . .	5,012,821.80
Parking Area Improvements . . . . .	16,722.96
Equipment . . . . .	513,522.11
	5,775,020.37
<b>Total Assets</b> . . . . .	\$ 9,171,429.56

LIABILITIES	
<b>Current Funds</b>	
Accounts Payable . . . . . \$	108,200.71
Funds Held for National Defense	
Student Loans . . . . .	6,295.95
Funds Held for Cuban	
Student Loans . . . . .	500.00
<b>Total Liabilities</b>	\$ 114,996.66

RESERVES	
<b>Current Funds</b>	
Reserve for Repairs and	
Replacements . . . . .	22,449.16
Reserve for Water	
Contingency . . . . .	11,898.04
<b>Total Reserves</b>	34,347.20

FUND BALANCES	
Current Funds—Restricted . . . .	345,036.98
Current Funds—Unrestricted . .	877,406.67
	1,222,443.65
Loan Funds . . . . .	63,817.90
Endowment Funds . . . . .	2,710,630.29
Plant Funds . . . . .	5,025,193.86
<b>Total Fund Balances</b>	9,022,085.70

**Total Liabilities, Reserves and Fund Balances** \$ 9,171,429.56

## LOAN FUNDS

May 31, 1965

### FUND BALANCES

College Loan Fund . . . . . \$	9,086.90
Masonic Loan Fund . . . . .	627.45
Sara J. Swift Loan Fund . . . . .	455.92
Philadelphia Loan Fund . . . . .	3,486.53
Miles White Loan Fund . . . . .	6,876.02
Elwood C. Perisho Memorial Fund . . .	3,100.14
Y.W.C.A. Building Fund . . . . .	526.28
Mebane Loan Fund . . . . .	223.54
Advisory Board Loan Fund . . . . .	271.53
Knight Memorial Loan Fund . . . . .	1,737.57
Girls' Aid Loan Fund . . . . .	1,313.62
Margaret Watson Parker Loan Fund . .	83.02
James and Mollie Staunton Lowe	
Loan Fund . . . . .	2,078.60
Vernon L. and Florence K. Brown	
Loan Fund . . . . .	305.00
Rufus Jones Loan Fund . . . . .	276.25
Addie Wilson Field Loan Fund . . . .	684.71
Westphal Loan Fund . . . . .	1,550.00
Ora Cox Wilson Loan Fund . . . . .	1,000.00
	33,683.08
Fund Balance—Not Allocated	3,340.13
<b>Total Fund Balances</b>	\$37,023.21

## AUDITOR'S CERTIFICATE

We have examined the Consolidated Balance Sheet of Guilford College as of May 31, 1965, and the related statements of Revenues and Expenditures and Analyses of Fund Balances for the fiscal year then ended. Our examination was made in accordance with generally accepted auditing standards, *excluding examination of public records pertaining to the titles of the plant assets*, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, subject to the qualification regarding plant assets, the accompanying Consolidated Balance Sheet presents fairly the financial position of Guilford College at May 31, 1965, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

DAVENPORT, MARVIN & CAUDLE  
Certified Public Accountants

# FINANCIAL POSITION

May 31, 1965

PARENT COLLEGE					
	May 31, 1965	May 31, 1964	May 31, 1963	May 31, 1962	May 31, 1961
Current Funds—Restricted	\$ 342,887.98	\$ 290,695.10	\$ 306,074.44	\$ 681,349.69	\$ 695,123.33
Current Funds—Unrestricted	631,229.64	499,732.47	352,912.27	158,065.84	71,328.66
	974,117.62	790,427.57	658,986.71	839,415.53	766,451.99
Loan Funds	37,023.21	34,872.51	33,475.76	33,570.57	33,156.14
Endowment Funds	2,710,630.29	2,610,710.15	2,537,141.91	2,373,783.31	2,147,494.18
Plant Funds	4,261,754.15	4,027,744.57	3,422,865.73	2,784,352.91	2,113,468.13
Totals	\$7,983,525.27	\$7,463,754.80	\$6,652,470.11	\$6,031,122.32	\$5,060,570.44
DOWNTOWN DIVISION					
Current Funds—Restricted	2,149.00	.00	.00	.00	.00
Current Funds—Unrestricted	246,177.03	\$ 160,602.10	\$ 87,834.09	\$ 59,109.47	\$ 21,363.16
	248,326.03	160,602.10	87,834.09	59,109.47	21,363.16
Loan Funds	26,794.69	19,919.28	10,509.43	4,139.12	200.00
Plant Funds	763,439.71	750,582.52	738,539.66	712,090.84	672,729.42
Totals	\$1,038,560.43	\$ 931,103.90	\$ 836,883.18	\$ 775,339.43	\$ 694,292.58
PARENT COLLEGE AND DOWNTOWN DIVISION					
Current Funds—Restricted	\$ 345,036.98	\$ 290,695.10	\$ 306,074.44	\$ 681,349.69	\$ 695,123.33
Current Funds—Unrestricted	877,406.67	660,334.57	440,746.36	217,175.31	92,691.82
	1,222,443.65	951,029.67	746,820.80	898,525.00	787,815.15
Loan Funds	63,817.90	54,791.79	43,985.19	37,709.69	33,356.14
Endowment Funds	2,710,630.29	2,610,710.15	2,537,141.91	2,373,783.31	2,147,494.18
Plant Funds	5,025,193.86	4,778,327.09	4,161,405.39	3,496,443.75	2,786,197.55
Totals	\$9,022,085.70	\$8,394,858.70	\$7,489,353.29	\$6,806,461.75	\$5,754,863.02

## ENDOWMENT FUND BALANCES — ENDOWMENT FUNDS INCOME

	Fund Balances	Income		Fund Balances	Income
General Funds	\$ 275,218.05	\$ 14,180.81	Mary E. M. Davis Memorial		
Mary Reynolds Babcock			Scholarship Fund	1,756.86°	80.42
Foundation Fund	100,000.00	4,580.00	J. Franklin Davis Fund	1,000.00°	45.80
Raymond Binford Memorial			Enla Dixon Fund	1,017.69°	46.62
Professorship Fund	7,803.00°°	357.38	J. Gurney Dixon and Thomas C. Dixon Scholarship Fund	1,000.00°	45.80
Augustine W. and Genevieve			Nereus C. English and T. R. English Fund	27,000.00	1,236.60
Mendenhall Blair Fund	1,000.00	45.80	Virginia Boulding English Memorial Fund	1,000.00	45.80
Emma G. Booe Fund	575.00°	26.34	Newton F. and Laura Farlow Fund	9,079.00°	415.82
Addison and Mary Boren			Addie Wilson Field Loan Fund	5,000.00°	229.00
Memorial Fund	2,100.00	96.18	A. Brown Finch Scholarship Fund	11,500.00°	526.70
William T. Boyce Fund	3,294.00 R. 1.	73.04	Jessica T. Fogle Scholarship Fund	10,000.00°	458.00
Edwin P. Brown Scholarship Fund	2,500.00°	114.50	Ford Foundation Fund	126,500.00	5,793.70
Blount Memorial Fund	3,500.00	160.30	Cyrus Pickett and Lucetta Churchill Frazier Memorial Fund	59,301.69	2,716.03
Ada, Emma, Martha and Elva Blair Memorial Fund	1,000.00	45.80	Cyrus Pickett and Lucetta Churchill Fund # 2	3,273.75 R. I.	69.23
Carolina By-Products Company, Inc. Fund	1,250.00°	9.72	Isaac Gravenor and Jane Cummins Frazier Fund	2,500.00	114.50
Sarah E. Benbow Memorial Fund	1,000.00	45.80	Franklin G. Frazier Scholarship Fund	11,413.62°	522.76
Ida Bell Fund	1,929.10	88.35	Melvina Armfield Frazier Scholarship Fund	2,000.00	91.60
Barry Chapman Memorial Fund	450.00	20.61	Girls Aid Fund	1,752.91°	80.29
Class of 1937 Scholarship Fund	103.65	4.74	Girls Home Fund	6,040.83	276.68
Class of 1946 Fund	68.95	3.16	Harriett Green Fund	12,389.48	567.42
Cecil J. Cloud Fund	400.00°	18.32	Greensboro Advisory Board Scholarship Fund	7,650.00°	350.37
Annie Lois Henly Coltrane Fund	1,000.00	45.80	Greensboro Fund	22,788.08	1,043.69
Annie M. Couch Memorial Fund	1,000.00	45.80	John B. Griffin Scholarship Fund	1,625.00°	74.42
Josiah E. Cowles Memorial Fund	7,062.64	323.44			
Elwood Cox Scholarship Fund	1,000.00°	45.80			
Jonathan and Elizabeth Cox Fund	15,000.00	687.00			
Joseph J. and Mary D. Cox Memorial Fund	4,500.00	206.10			
J. S. and M. D. Cox Fund	5,000.00	229.00			
Jeremiah S. Cox Fund (Cox Hall)	5,000.00	229.00			
E. Franklin Craven and Minnie Phipps Craven Fund	105,298.63	4,822.65			

	Fund Balances	Income
John B. Griffin Memorial Fund...	500.00	22.90
J. Robert and Retta English Hardin Scholarship Fund .....	1,000.00*	45.80
Samuel L. and Evelyn M. Haworth Fund .....	4,941.25	226.30
L. A. Henley Fund .....	2,070.15	94.80
Ida Lowe Hicks Fund .....	3,000.00	137.40
Fowell B. Hill Fund .....	1,000.00	45.80
Nathan Branson Hill Fund .....	5,000.00	229.00
S. Addison and Laura Petty Hodgins Fund .....	68,744.42	3,148.75
A. P. Holliday Fund .....	6,761.02	309.65
Richard L. and Hettie Overman Hollowell Memorial Fund ....	25,000.00	1,145.00
Alsa C. and Emily S. Howard Scholarship Fund .....	37,774.20*	1,730.05
Nathan Hunt Memorial Fund...	1,500.00	68.70
David H. Jackson Fund .....	1,500.00	68.70
E. Daryl Kent Fund .....	666.66	30.53
Thomas E. and Sally B. Kidd Fund .....	2,500.00 R. I.	120.45
Francis T. King Fund .....	5,000.00	229.00
Roxie Armfield King Fund .....	155,561.04*	7,124.69
Rufus King Peace Fund .....	47.45**	2.16
N. Era Lasley Scholarship Fund .....	2,009.84*	92.06
Library Fund .....	100,000.00	4,580.00
Ella Lindley Memorial Fund....	5,000.00*	229.00
William (Bill) G. Lindsey Scholarship Fund .....	3,005.61*	137.63
Ezra Murray Meader Fund .....	500.00**	22.90
Elihu and Abigail N. Mendenhall Memorial Fund .....	12,350.00	565.63
N. Pauline Mendenhall Fund ....	1,000.00	45.80
Nereus and Oriana Mendenhall Mathematics Scholarship Fund	4,182.82*	191.57
Richard Percy Mendenhall and Pearl Mendenhall Walker Mem. Fd.	77,423.48	3,545.97
Merrill Lynch, Pierce, Fenner and Smith Fund .....	1,350.00	61.83
Carolyn Borden Miller Fund ....	1,433.80 R. I.	13.80
Clyde A. and Ernestine C. Milner Fund .....	2,300.00*	105.34
Clyde A. and Ernestine C. Milner Fund (by Trustees) .....	13,500.00 R. I.	452.23
Clyde A. and Ernestine C. Milner Fund .....	11,775.00 R. I.	565.75
Ida Millis Fund .....	1,500.00	68.70
James Arnold Mitchell Memorial Scholarship Fund .....	14,000.00*	641.20
Colonel Robert Mitchell Fund....	10,850.00 R. I.	521.95
New Garden Boarding School Fund .....	1,000.00	45.80
Oliver Woodson Nixon Fund .....	25,000.00	114.50
Leora Sherrill O'Callaghan Fund	2,199.10*	100.71
Susanna Osborne Fund .....	1,000.00*	45.80
William F. Overman Fund .....	1,000.00*	45.80
William H. and Margaret Davis Overman Memorial Fund ....	8,911.07*	408.12
J. Wilmer Pancoast Fund .....	8,276.56*	379.04
Ellwood W. and Elizabeth S. Parker Fund .....	2,500.00*	114.50
D. Ralph Parker Memorial Room Furnishings and Equipment Fd.	1,000.00**	45.80
David and Cora Worth Parsons Fund .....	4,000.00 R. I.	149.72
Harriett Peck Fund .....	1,000.00	45.80
Ann E. W. Peele Fund .....	500.00	22.90
Philadelphia Scholarship Fund ..	15,517.82*	710.68
Physical Education Fund .....	350.00**	16.03
Dr. Russell Pope and Ethel A. Pope Fund .....	1,000.00	45.80
Amos and Martha Ragan Family Memorial Fund .....	75,000.00*	3,435.00
Serena L. Rees Fund for David Troll Rees Scholarship .....	4,764.03*	218.19
John W. Register Fund .....	1,000.00	45.80

	Fund Balances	Income
James Reynolds Fund .....	400.00	18.32
Chas. C. Richardson Fund .....	1,000.00	45.80
Ricks Memorial Library Fund ....	10,247.24	469.31
Riverside Mfg. Co. Scholarship Fund .....	12,500.00*	572.50
Josephine Leonard Robbins Memorial Fund .....	1,325.00	60.68
William Lee and Ruth C. Rudd Fund .....	3,000.00	137.40
Marion B. and M. Elizabeth Rustedt Fund .....	1,000.00	45.80
Isaac Sharpless Memorial Fund...	50.00	2.29
Harold and Mildred Leak Schiffman Fund .....	31,500.00 R. I.	1,511.10
G. F. Seymour Fund .....	500.00	22.90
Margaret Cleo Seymour Fund ....	500.00	22.90
B. Clyde Shore Fund .....	3,076.85*	140.92
Elvira Lowe Smith Fund .....	5,775.00*	110.19
Elisha Thomas and Louisa Bradshaw Snipes Fund .....	8,321.75*	381.13
Ethel Speas Scholarship Fund....	91,754.44*	4,202.33
Dr. James Horace Stimson Memorial Fund .....	1,827.03	83.67
Margaret White Symmes Fund....	1,000.00	45.80
Mary E. Starbuck and Ora Lee Tapscott Memorial Fund .....	425.00	19.47
Amos Stuart Fund .....	25,000.00*	1,145.00
Elbridge A. Stuart Fund .....	54,000.00	2,473.20
Allen and Anna Tomlinson Memorial Fund .....	250.00	11.45
Martha S. Tomlinson Memorial Fund .....	600.00	27.48
Exum Unthank Memorial Fund....	334.40	15.30
Fred L. Van Dolsen, Sr. Fund....	5,640.25	258.31
Vick Scholarship Fund .....	5,000.00*	229.00
J. Curt and Gertrude Victorius Fund .....	9,000.00 R. I.	432.00
J. M. Ward Fund .....	112,928.60**	5,172.10
John C. Whittaker Fund .....	500.00	22.90
Cora E. White Contingent Fund...	500.00	22.90
Frances White Fund .....	5,000.00	229.00
George W. White Memorial Fund	1,000.00	45.80
George W. and Mary E. White Contingent Fund .....	5,000.00	229.00
Henryanna Hackney White Scholarship Fund .....	1,000.00*	45.80
Henryanna Hackney White Memorial Fund .....	10,000.00	458.00
Mary J. White Fund .....	150.00	6.87
Rufus and Lydia White Memorial Fund .....	1,000.00	45.80
Clara D. Willits Fund (Girls Aid)	31,095.39**	1,424.15
William A. and Mabel Wolff Fund	132.50	2.53
R. L. and Alice B. Wolff Memorial Fund .....	4,150.00	190.07
John W. and Mary C. Woody Memorial Fund .....	500.00	22.90
Thomas Wesley Wooten Fund ..	50,000.00*	1,164.00
Laura D. and Lina E. Worth Fund .....	1,000.00**	45.80
V. Judson Wyckoff and Hilda M. Wyckoff Fund .....	20,000.00 R. I.	117.34
Yearly Meeting Fund .....	30,362.86**	3,339.91
Total Funds Allocated .....	2,160,753.56	99,062.64
Fund Balance Not Allocated ....	549,876.73	25,184.32
Totals .....	\$2,710,630.29	\$ 124,246.96
*Restricted for Scholarships .....		\$ 26,882.53
**Restricted for grants or other educational purposes .....		10,426.23
Unrestricted .....		82,911.59
Sub Total .....		120,220.35
R. I.—Reserved Life Income .....		4,026.61
Total .....	\$	124,246.96

**Chartered 1834**

**Founded 1837**

## **GUILFORD COLLEGE**

### **CALENDAR FOR THE ONE HUNDRED TWENTY-NINTH YEAR**

Enrollment of Freshman Class—Monday, September 13, 1965  
Enrollment of Upperclassmen—Thursday, September 16, 1965  
All classes begin—Friday, September 17, 1965  
Meeting of the Greensboro Advisory Board—Tuesday, October 19, 1965  
Meeting of the Board of Trustees—Friday, October 22, 1965  
Homecoming—Saturday, October 30, 1965  
Founders' Day—Friday, November 5, 1965  
Ward Lecture—Friday, November 5, 1965  
First Quarter Ends—Saturday, November 6, 1965  
Thanksgiving Holidays—Wednesday, November 24, 1965, to Friday, November 26, 1965, 8:30 a.m.  
Christmas Holidays—Saturday, December 18, 1965, 12:30 p.m., to Tuesday, January 4, 1966, 8:30 a.m.  
Semester Examinations—Saturday, January 15, 1966, through Monday, January 24, 1966  
First Semester Ends—Tuesday, January 25, 1966  
Registration for Second Semester—Wednesday, January 26, 1966  
All classes begin—Thursday, January 27, 1966  
Meeting of the Board of Trustees—Friday, January 28, 1966  
Third Quarter Ends—Thursday, March 24, 1966  
Spring Holidays—Thursday, April 7, 1966, 12:30 p.m., to Thursday, April 14, 1966 8:30 a.m.  
Meeting of the Greensboro Advisory Board—Tuesday, April 19, 1966  
Meeting of the Board of Trustees—Friday, April 22, 1966  
Reading Day—Wednesday, May 18, 1966  
Semester Examinations—Thursday, May 19, 1966, through Friday, May 27, 1966  
Alumni Day—Saturday, May 28, 1966  
Baecalaureate Sermon—Sunday, May 29, 1966  
Commencement Exercises—Monday, May 30, 1966  
Summer Session Registration—Monday, June 6, 1966  
Meeting of the Board of Trustees—Friday, July 22, 1966  
Close of Summer Session—Sunday, August 7, 1966







**The President's  
Annual Report to  
The Board of Trustees  
of Guilford College**

**June 1, 1965 to May 31, 1966**



**The President's  
Annual Report to  
The Board of Trustees  
of Guilford College**

**June 1, 1965 to May 31, 1966**



**Guilford College  
Greensboro, North Carolina**



## INTRODUCTION:

My first year as president has been a full and challenging one for me. During this first year I have encountered the full cooperation of faculty, staff and students, which has been most heartening for a newcomer. Fellow members of the administration have been most patient and sympathetic as I learned the ropes, and this has greatly contributed toward making the transition from one administration to another a smooth one. I have been impressed with the effectiveness and the sincere dedication of my colleagues to the long-range interest of the college, and I have greatly valued and profited from their counsel.

I have also found the same quality of helpfulness on the part of the Board of Trustees toward a new administrator, and it has been a great pleasure to have the opportunity to work with them and under their direction. All Guilfordians have been greatly saddened by the death this year of two of our very dedicated Trustees, Nereus English and Clyde Shore. Both of these men worked tirelessly for the continued advancement of the college and they are greatly missed. We are, however, happy with the men who have been appointed to fill their unexpired terms — Joseph Cox of High Point and William Kemp of Goldsboro.

One of the most important things which we — trustees, administration, faculty, and students — have been doing this year is to gain a clear focus on the proper aim for Guilford College in the years ahead. We know, of course, that, as a college, we will teach certain courses at certain levels; and that as a Quaker college we should maintain an interest in Quaker students and in the Society of Friends generally. But this sort of highly generalized goal is not sufficient as we consider a future when liberal arts colleges are fighting for their very survival. It is not enough to be just a creditable college. A college which does not have a clear and realistic sense of its own purposes and a program by which to implement these purposes is a college which will drift, and a college which will fail to seize the future with a creative hand.

The real question before us is what is to be characteristic and distinctive about a Guilford College education? What is it about *this college* which is to make it valuable to its students and relevant to our times? What do we have to offer which will justify our continued

existence? I tried to articulate five points about Guilford in my inauguration address last April, and I would like to reiterate them here.

Guilford College stands for, and will continue to stand for:

#### *ACADEMIC INTEGRITY:*

Guilford plans to continue offering a demanding intellectual discipline, with the thought that a trained mind is one of the best resources that we can give to our students. It is important that our students have the inquiring attitude, and that they be conversant with scholarly methods and the literature in various realms of knowledge.

#### *INTELLECTUAL COMMUNITY:*

Guilford has in the past and must continue to resist the trends in higher education which tend to place an emphasis on a high degree of specialization. Such an approach fragments not only the search for knowledge, but the whole intellectual community as well. We will not build a tower of Babel where each speaks a separate language. We must stress wholeness in knowledge and a genuine community of concerned scholars.

#### *INDIVIDUAL DEVELOPMENT:*

Guilford should be marked by the stress that it places upon developing the abilities of each individual student so that he can become an intelligent and informed leader in the affairs of his community, rather than placing a narrow concentration upon the information to be conveyed through a course. Ideally, these two emphases go hand in hand, without one reducing or succumbing to the other.

#### *RELIGIOUS CENTER:*

Guilford intends to maintain its Quaker and Christian emphasis, not just with the thought that history requires this, but with the conviction that the intellect only works properly when it works within the framework of a value commitment. We need to encourage a questioning frame of mind as a part of good intellectual training, but we also need to encourage a commit-

ment to certain values which ground the student and give a direction and a meaning to his entire life.

A Christian college can and should be just as rigorous as any other type of college in terms of the demands it makes on the student to study and to think clearly and critically. It should be different from other colleges, however, in that it should be able to speak directly to the needs of a searching and questioning generation of young people. Most of the present student agitation in the country today is not indicative of a lack of spiritual concern among students, but really indicates quite the reverse — their dissatisfaction with the everyday materialistic values of our burgeoning society. They are interested in the welfare of people more than they are with political platforms, either of the right or left. They are disenchanted by a government policy which simply reflects majority compromises. What they really want is something to believe in! The Christian college, and more specifically the Quaker college, has at this time an unprecedented opportunity to speak to such students — to provide an experience that will be relevant to the pressing needs of today. Guilford College accepts the challenge to be not just another college — rather to be a college that provides an education which will make a difference in the lives of today's students.

#### *GLOBAL INVOLVEMENT:*

The fifth point which Guilford will stand for is to become world oriented in its emphasis. Quakers have traditionally stressed international understanding as a condition of peace and the fulfillment of mankind. One of the big factors in accomplishing this is for our college to provide a basis for understanding the traditions and needs of the newly emerging and non-western countries, and to relate them to our western tradition.

These five points are somewhat general. It is our intention to put a good deal of flesh on these bones as we make definite and realistic plans for the decade or more ahead. We need to decide just what programs best fulfill these ambitions and how they can be most effectively implemented.

To aid in the development of the long range objectives and

their implementation, Guilford faculty and administration planned two retreat sessions prior to the opening of the fall semester, these seminar sessions to last several days each and to be held away from the campus and the daily press of routine problems. The first retreat, held during the second week in August, was attended by several administrative and teaching faculty and stressed long-range planning. (Special appreciation must be expressed to William Kemp for making this retreat possible.) The second retreat is scheduled for the week prior to freshman orientation, and will be a planning session attended by the entire faculty. Some of this work has already been initiated by faculty committees during the past academic year. There is need, however, to be totally away for a concentrated period of time, and to focus on these issues as an entire educational community. We are convinced that if the whole community is basically agreed on principles, the short run decisions will take their place in proper perspective.

Although we must always look toward the future, the value of a report such as this is to take a hard headed look at what we have accomplished in the past year, and what we have left undone. Although the past year was marked by a number of changes throughout the college, such changes were made from the point of view of accommodating our offerings and internal structure to the nature of the situation and the anticipated demands which lie in the years ahead. Throughout all of our activity we, as a total college community (and myself in particular as an incoming administrator) have been profoundly grateful for good order and stability of the college attained in the years of the very able administration of Clyde A. Milner. Guilford has a solid and deep rooted base, and because of this has a challenging future.

#### ENROLLMENT:

One of the most pressing problems we faced from the very first day of school was the record number of enrollments. We were, of course, pleased to find our program in such demand, but the plain fact of the matter was that the main campus of Guilford College was not equipped to handle the 980 students who arrived on campus last fall. At one point we felt that we would have to lease a floor of the King Cotton Hotel in downtown Greensboro to handle the overflow. As it developed, however, we were able to press cer-



tain recreation areas into service as temporary dormitories and to use spaces in the homes of friends in the community. Such overcrowding is not in the best interest of the student, either socially or academically, and creates problems in classroom space. For this next year we have thought it necessary to cut back our parent campus enrollment to fewer than 950 students, and it may well be that we shall have to make further reductions in the future. Such limitation of the student population is simply one of the facts of life for a college which feels that one of its basic strengths is to remain small, so as to maintain a personalized contact with students.

### ADMISSIONS:

We have made this decision to further limit our enrollment at a time when the press for college admission is rapidly increasing. The Admissions Office estimates that the processing of applications for admission and student recruitment activity increased approximately one-third during the past year. All indications are that the incoming freshman class will be the best prepared entering class that Guilford College has seen.

Much attention has been given to the integration of the admissions function at the parent campus and the downtown campus. It is expected that admissions standards will increasingly be brought in line at the two divisions, while recognizing that each campus serves a basically different student population.

### STUDENT LIFE:

The student body has been responsive and helpful during this year of transition. However, a pressing need of the college is to coordinate more effectively the various realms of student life, to render assistance for the growth and development of each individual student, and to extend further Guilford's standards and commitment to the life of the student outside of the classroom. To this end the college has employed Dr. William J. Lanier as Dean of Students, effective for the 1966-67 academic year.

Substantial improvement in the areas of counseling and testing was effected through the activities of Claude Shotts as Director of Counseling. He, the Dean of Women, the Dean of Men, and interested faculty were particularly helpful in rendering assistance to students in academic difficulty. Personal and vocational counseling

and testing, however, remain a major need. Additionally, medical advice and service were somewhat inadequate, and serious and careful attention will be given to these areas of personal advising during the coming year.

The Women's Student Council has offered effective leadership and has served the needs of women students quite well during the past year; the Men's Student Council has completed a reorganization that should correct some past inadequacies.

Custodial care and maintenance of all student residence halls have been less than adequate, and there have been numerous incidents of malicious damage to facilities in the men's dormitories. Efforts are being made to involve a greater number of students in the government and care of the residence halls.

It is anticipated that Dean Lanier, the student personnel staff, and the student body will initiate new programs that will increase the numbers and relevance of activities in the residence halls, and offer significant personal advising for residents.

One particularly noteworthy activity last year was the well-coordinated and provocative symposium on Southeast Asia. This program was originated and designed primarily by students, with the general assistance of Claude Shotts. This kind of initiative will continue to be encouraged.

## FACULTY PARTICIPATION:

Another area in which we have made significant progress is in the increase of faculty participation in the general affairs and governance of the college. A number of committees have been formed, which have all or a large part of the membership elected by the faculty. These committees include an admissions committee, educational policies committee, building committee, curriculum committee, faculty affairs committee, and other committees that play an integral part in all areas of college policy decisions and implementation. Our purpose is to collect the best thinking from all elements of the college community, and to bring these insights and knowledge into discussion in open forums. We are conscientiously trying to build a team concept, which is the best fruit of our democratic tradition.

Using such faculty participation, we have studied our curriculum during the past year. At a special faculty meeting in May, the

faculty approved certain changes in our core curriculum requirements that were recommended by the educational policies committee. These changes added a needed degree of flexibility to the core, while still retaining the basic ideas of the core approach.

#### NEW FACULTY AND ADMINISTRATIVE APPOINTMENTS:

We have spent a good deal of time this past year seeking able replacements for retiring faculty members, for others on leave, and for still others needed in the expansion of certain departments. Dr. Algie I. Newlin and Dr. George Cobb retired at the end of this school year and their services deserve special recognition. Of the total of 18 new teachers appointed, seven come with their doctorates, and three more with their doctoral work completed except for the dissertation. Additionally it should be noted that four members of our present faculty, Herbert Appenzeller, Fred Courtney, Donald Milholland, and Paul Zopf completed their doctorates during this past year. Three new members of the college administration were added, one of whom will serve as Director of Development. We have also added a Director of Libraries and one new member to our admissions staff. A listing of all new appointments and a brief resume of their academic qualifications appear below. We are proud of the quality of our new appointments and feel that they will make a fine contribution to the ongoing life of the college. They all have the potential to develop into strong and committed faculty members, the kind of people which have traditionally provided the strength and stability of Guilford College.

DR. ALEXANDER STOESEN has been appointed as Assistant Professor of History. For the past two years Dr. Stoesen has served as Assistant Professor of History at Newberry College, South Carolina. Dr. Stoesen received the A.B. degree from the Citadel, the M.A. degree from the University of Rochester, and the Ph.D. from the University of North Carolina.

Dr. Stoesen was successively a Research Assistant and Graduate Assistant at the University of North Carolina while working for his degree there. He is the author of a number of professional articles in American history, and is a member of the American Historical Association, The Southern Historical Association, The Organization of American Historians, and the South Carolina Historical Association. Dr. Stoesen is married, and has one son.

DR. FRANCES J. NORTON has been appointed as Associate Professor of Psychology. Dr. Norton has been Associate Professor of Psychology at Wisconsin State University. She received her A.B. and M.A. from the University of Kansas City and the Ph.D. from State University of Iowa. Dr. Norton is married and has two children.

DR. CYRIL H. HARVEY has been appointed as Assistant Professor of Geology and Physical Science. Dr. Harvey received his B.A. from the University of Chicago; his B.S. from the University of Nebraska; M.S. and Ph.D. from the University of Nebraska.

Dr. Harvey has been with the California Oil Company as a petroleum geologist. He is married and has two children.

DR. LEWIS I. AIKEN, JR., has been appointed as Professor of Psychology. Dr. Aiken received the B.S. and M.A. degrees at Florida State University, and the Ph.D. from the University of North Carolina in Chapel Hill. Professor Aiken is well known in Greensboro, having been Professor of Psychology at UNC-G from 1960-1965. Prior to that he taught at Atlantic Christian College, Wilson, N. C. At present he is completing one year as Professor of Psychology at Trinity University, San Antonio, Texas.

Dr. Aiken has published many articles and book reviews in the field of psychology, and is currently working on a book which is to be a survey of general psychology. He is a member of the American Psychology Association, the Southeastern Psychological Association, Sigma Xi, North Carolina Psychological Association and the American Association for the Advancement of Science. Dr. Aiken is a native of Morganton, North Carolina, is married and has two sons.

DR. SURINDAR SURI has been appointed as Professor of Political Science. For the past year Dr. Suri has been Visiting Professor of Political Sciences at the University of Florida. A native of India, Dr. Suri received the B.A. degree from the University of Punjab, the M.A. from the University of Lucknow, and the Ph.D. from Northwestern University, Illinois. He was the recipient of several research assistantships and fellowships while at Northwestern.

Dr. Suri has a varied professional background; he has been editor of several Indian journals, has been a press correspondent at the United Nations, a freelance writer on foreign affairs for Indian newspapers, and a lecturer on United Nations and Asian affairs for

the Chicago Council on Foreign Relations. He is the author of many articles on international relations and related topics.

DR. JERRY GODARD has been appointed as Associate to the President and Associate Professor of Psychology. For the past two years Dr. Godard has been Dean of Students and Assistant Professor of Psychology at Earlham College, Richmond, Indiana.

Dr. Godard received the B.A. and M.A. degrees from Auburn University, and the Ph.D. from Columbia University. At Auburn University Dr. Godard served as Teaching Assistant in Psychology and as Assistant Dean of Students. At Columbia University he served as Coordinator of Student Organizations and later as Research Associate in the *College Characteristic Study* sponsored by the Hazen Foundation. Dr. Godard is a native of Charlotte, North Carolina, and is married and has two daughters.

DR. WILLIAM J. LANIER has been appointed as Dean of Students and Associate Professor of Education.

Dr. Lanier has been Associate Dean of Students and Assistant Professor of Education at Wittenberg University since 1962. At Wittenberg Dr. Lanier supervised the men's residence hall program, served as adviser to fraternities, and coordinator of the university's testing and counseling services.

Dr. Lanier went to Wittenberg in June, 1962, from Purdue University, where he had served as a counselor and research fellow while completing work for his doctor of philosophy degree in student personnel administration and counseling. He also holds Bachelor of Science and Master of Science degrees from Purdue. Dr. Lanier is a native of Virginia, is married, and has two children.

JOHN C. GRICE has been appointed as Assistant Professor of Political Science. Mr. Grice received his B.A. from Wittenberg University, and expects to receive the Ph.D. in Political Science at an early date from the University of Denver, Colorado.

During the course of his studies at the University of Denver, Mr. Grice has taught courses in international relations and international politics both at the University of Denver and at Colorado Women's College.

Mr. Grice is the holder of a Woodrow Wilson Fellowship, a Methodist Church Teaching Fellowship, the Hill Foundation Fellowship, and the Advanced Teaching Internship Fellowship at the

University of Denver. He is a member of the American Political Science Association and the International Studies Association. Mr. Grice is a native of Ohio, and is unmarried.

HERBERT L. POOLE has been appointed as Director of Libraries. For the past two years Mr. Poole has been Chief Circulation Librarian of the Main Library of the University of Alabama. For a part of this time he has also been Project Consultant to the Redstone Scientific Information Center, at Redstone Arsenal, Alabama.

Mr. Poole received a B.A. degree and a Master of Science in Library Science degree from the University of North Carolina. During his residency at U.N.C. Mr. Poole served as Director, Interlibrary Center, and as a Wilson Library Fellow. He is author of several articles on library science. Mr. Poole is a native of Pittsboro, North Carolina, is married and has one son.

MRS. THERESE CHAUVIGNE has been appointed as Assistant Professor of French. Mrs. Chauvigne is a native of Nancy, France, and received her B.A. degree from the University there. She received an M.A. from the University of Colorado.

Mrs. Chauvigne has been a member of the French departments at the University of Colorado, the University of Texas and Winthrop College, S. C. She is a member of the Modern Language Association and the American Association of Teachers of French. Mrs. Chauvigne is married and has two children.

MRS. ELIZABETH B. KEISER has been appointed as Instructor in English. She received the B.A. degree from Earlham College, Richmond, Indiana, and the M.A. from Yale University. At present Mrs. Keiser is completing her dissertation for the Ph.D. in Middle English from Yale University.

She is a recipient of a Rockefeller Theological Fellowship, a Woodrow Wilson Fellowship, and a Kent Fellowship. Mrs. Keiser is a native of Washington, D. C., and is married to Melvin Keiser.

MELVIN KEISER has been appointed as Instructor of Religion. Mr. Keiser received the B.A. from Earlham College, Richmond, Indiana, the B.D. and S.T.M. degree from Yale University Divinity School. He has been at Harvard University for the past two years working on the Ph.D. in Religion.

He is a holder of both a Woodrow Wilson Fellowship and a Danforth Foundation Fellowship. He has held summer pastorates in

several New England churches, and is a member of the Society for Religion in Higher Education.

MRS. PEGGY MOORE HALL has been appointed as Instructor in Business Education, A native of Guilford County, she graduated from Rankin High School. She received her B.A. and M.A. degrees from the University of North Carolina at Greensboro, and has taught at King's Business College, Pleasant Garden High School, and Bessemer High School in Greensboro. Currently teaching at Greensboro Page High School, she is married to Robert V. Hall and has three children.

W. NEWSOM WILLIAMS, JR. has been appointed as Instructor in Psychology. He has worked at Guilford College part-time for the past year as a laboratory assistant in psychology. Mr. Williams earned the A.B. degree at Guilford and expects to receive the M.A. in psychology from the U.N.C. in June.

Mr. Williams has served as testing director of the Joe Kyle Associate, a Management Consultant. He is a native of North Carolina, and is married.

MRS. CARTER DELAFIELD, a Greensboro native, has been appointed as Assistant Professor of English. Mrs. Delafield earlier attended both Vassar College, Poughkeepsie, N. Y. and New York University, though she received the B.A. degree from U.N.C.-G in 1965, graduating magna cum laude. She received the M.A. degree from U.N.C.-G in June.

Mrs. Delafield was a staff writer for the Greensboro Daily News from 1957-1961, and was teaching assistant in English at U.N.C.-G in 1962-63. She is a member of Phi Beta Kappa Honor Society, and has been a Ford Scholar and a Ford Fellow, and held a scholarship to Vassar awarded by the New York Southern Society. Mrs. Delafield and her husband, Guy B. Delafield, have three children and live at 305 East Hendrix St.

ROBERT NEWTON has been appointed as Assistant Professor of Education. Mr. Newton received his A.B. from Guilford College and the M.Ed. from UNC-G. Mr. Newton has been Assistant Principal at Page Senior High School, Greensboro, N. C. for the last four years.

Mr. Newton was listed in Who's Who in American Colleges and Universities. He is married and has two children.

MRS. ANNIE V. BELL has been appointed as Instructor in Elementary Education. Mrs. Bell received her B.A. from the University of Chattanooga and her M.A. from Ohio State University; further work is being done at UNC-G.

MRS. ANNA BOWDEN has been appointed as Instructor in History. Mrs. Bowden received the B.A. degree from the University of Rochester and the M.A. from Columbia University Teacher's College, New York. For the past year she has been an Instructor in History at Greensboro College. She is married to Ralph C. Bowden, a graduate student at the University of North Carolina.

AL T. WHEELER will join the Guilford Administrative staff as Director of Development. Mr. Wheeler will collaborate with David Morrah in promotional work for the college.

Mr. Wheeler is a graduate of Duke University and has been employed there from 1963-1966, first as Assistant to the Director of Alumni Affairs and then as Assistant Secretary of Loyalty Fund Programs. Prior to that Mr. Wheeler was Branch Officer Manager of the Wachovia Bank and Trust Company of Greensboro. Mr. Wheeler served as Lieutenant in the Air Force. He is a native of Durham, is married and has two sons and one daughter.

EARL WILEY RUTH has been appointed as Assistant Dean of Men and Head Resident. Mr. Ruth has been with Page High School this past year. He received his B.A. from Catawba College and M.Ed. from UNC-G.

MRS. FLORENCE S. BISHOP has been appointed as Head Resident in Shore Dormitory. Mrs. Bishop received her B.A. and B.M. from Wells College.

Several faculty members received promotions and others were granted awards and honors. Dr. Edward Burrows was promoted from Associate Professor to Professor; Dr. Fred Courtney from Associate Professor to Professor; Dr. Carroll Feagins from Associate Professor to Professor; John Stewart from Assistant Professor to Associate Professor; Dr. Paul Zopf from Assistant Professor to Associate Professor; John Lambeth from Instructor to Assistant Professor; and Mrs. Treva Mathis from Acting Librarian to Associate Librarian.

The following faculty members received grants from the Piedmont University Center for further study during the summer: Earle W. Redding, William E. Fulcher, Leon Lee, Thomas J. Moore, Frederick W. Parkhurst, Jr., Gwen Reddeck and John Rundell.



Herbert Reid, of the Department of Political Science, has received the National Science Foundation Faculty Fellowship for a tenure period of 12 months, with salary plus additional expenses.

#### FACULTY SALARIES:

One of the notable achievements of this past year was the very significant upgrading of the faculty salary scale by the Board of Trustees last summer. Upper limits of faculty salaries at all ranks were increased by an average of \$1,500, and the total salary budget of the college was increased by nearly 14%. This has considerably increased our power to retain valuable faculty members, and has by the same token enhanced our ability to attract outstanding new faculty members. These increased salaries were made possible by the increase in tuition charges of \$150 per student.

#### STUDENT SCHOLARSHIPS:

Coincident with the raise in tuition, the college set aside a certain proportion of the increased revenues to provide scholarship funds so that promising students would not be excluded from our student body for financial reasons. Another significant action of the Board of Trustees was to establish 25 freshman scholarships to attract gifted students for the first year at Guilford. These freshman scholarships are a very important supplement to the Dana Scholarships, which are available only to sophomores, juniors, and seniors.

#### LIBRARY:

The enlarged and remodeled library building on the main campus proved to be most serviceable and comfortable for its users. The use of these expanded facilities was augmented by a significant increase in the hours of library service, bringing to 84½ the total weekly hours that the library was open. The substantial increase in the library budget allowed the addition of 5,837 bound volumes and over 800 other items to the library collection. This brings the library holdings to 65,313 bound volumes and 75,136 total items. Another major increase in library holdings is projected for the coming academic year, with the expectation of doubling Guilford's library holdings within the next ten years. It should be

recognized that the library is a most important index of the strength of any college.

The remodeling of the library building has allowed expansion of the facilities for the Quaker collection. In addition to the Quaker room, separate stacks for the Quaker collection and a research room have allowed an increased use of this facility by scholars seeking source material on the history of the Society of Friends, and by genealogists.

With the employment of Herbert Poole as Director of Libraries for the 1966-67 academic year, the college anticipates continued expansion and improvement of its offerings for students, faculty and friends. I would like at this time to express our deep appreciation for the dedicated and effective service of Mrs. Treva Mathis as Acting Librarian for the past six years. Mrs. Mathis will continue with us as Associate Librarian.

#### ALUMNI ACTIVITIES:

Continued contributions and support of Guilford alumni have been integral in increasing our scholarship monies and library holdings. The Dana Challenge Program, the Algie I. Newlin Scholarship, and the Better Books for Better Scholars Program have all been beneficiaries of the involvement of alumni in the life of the college and in local alumni organizations and meetings.

The Guilford College Alumni Association sponsored several successful activities including Home Coming Day, Alumni Day, and area Alumni meetings. Eight hundred Guilfordians attended the Home Coming Day festivities. Alumni Day saw the 13th annual Distinguished Alumni Award presented to Algie I. Newlin '21, whose association with Guilford as a student and teacher spans half a century. Sixteen local alumni meetings were visited by the Alumni Secretary and other staff members.

The Executive Committee of the Alumni Association, under the effective leadership of President John Haworth, '47, continued their re-evaluation of the structure of the programs of the Alumni Association, with the expressed intent of providing an even greater alumni involvement in the continued progress of Guilford College.

## YEARLY MEETING RELATIONS:

Under the supervision of John Pipkin, our Director of Yearly Meeting Relations, an active program of student visitation to local Friends Meetings has been conducted, with the students taking part in the meetings for worship. We would like to considerably expand this program and would welcome invitations from individual meetings in this connection.

It has been a pleasure to have pastors and different groups from the local meetings visit us on the campus. Several groups were guests of the college during the past year, and we hope that even more will visit in the future.

The college served as host for the 1966 session of the North Carolina Yearly Meeting, to a meeting of the Yearly Meeting Ministers Association, and has made available its facilities for other Yearly Meeting activities. Officials of the Yearly, Monthly and local meetings were welcome guests on Founders Day, at the inauguration of the president, and at other special convocations during the year. We plan during this next year to have specific occasions when pastors will come to the Guilford campus for discussions, and to help them become better acquainted with the program and personnel at the college.

It should also be noted that Guilford College will have additional scholarship monies available through the new Earlham School of Religion scholarships to enable Quakers to come to Guilford to study for the master's degree in Religion. Prospective or practicing pastors in the North Carolina Yearly Meeting are particularly encouraged to inquire about these funds. We look forward to a new era of cooperation between Guilford College and the Earlham School of Religion in this exciting work.

## DEVELOPMENT OFFICE:

The Development Office has maintained diversified programs of solicitation of funds, collection of pledges, study of federal aid programs, and the publication and dissemination of information about the college.

Numerous corporations, foundations and individuals, as well as federal agencies, were solicited for funds, and regular notices

were sent to individuals and corporations with outstanding pledges to the college. Intensive study of federal programs was initiated during the year. A request for \$3,700 to provide specialized biology equipment was approved on a matching basis by the National Science Foundation. Under Title VI of the Higher Education Act of 1965 an application for \$20,733, also on a matching basis, was approved and will provide additional laboratory equipment and supplies. Two National Teaching Fellowships of \$6,500 each were granted to the college under Title III, but the College was unable to secure personnel for these positions in the time allotted. In addition, a \$5,000 grant for the Library under Title II was approved. Preparations are being made to apply for funds to help renovate Duke Memorial Hall, under the Higher Education Facilities Act of 1963; and for development of a non-western program under the International Education Act.

The Development Office also processed all college bulletins and publications, including the quarterly *Alumni Journal*, and produced a new folder to be used by the Admissions Office. Preliminary planning was also initiated on a college view book and other promotional material.

#### DOWNTOWN CAMPUS:

This past year has been marked by the continued growth of the Downtown Campus of Guilford College under the very able guidance of Mr. Charles Phillips, a retired but still active Greensboro citizen. Admissions have increased at an average of 7% over the past several years, and course offerings have been expanded to meet the increasing demand. Not surprisingly, with this growth has come a need for space, particularly for additional library space.

An increasing number of students from the Downtown campus are qualifying for Dana scholarships, and a total of 12 are presently listed in *Who's Who Among Students of American Colleges and Universities*.

A good deal of attention has been given this year to further integrating the program and personnel of the downtown campus with that of the main campus. With an increasing consolidation has come a greater uniformity of the admissions standard, business procedures, and registrar records.

David Morrah, former Director of Development of Guilford College, has been appointed Assistant to the President for the Downtown Campus, though he also continues in part time work in the development program of the college as a whole.

## FINANCES:

Total current revenues for 1965-66 were \$1,972,242.94, representing an increase of almost 12% over the previous year. Student fee receipts were up 17%. All educational and general revenues were also up by 17%, and endowment income increased 8.1%.

The total educational and general expenses were up 16.8% as compared to the previous year. Instruction costs were up 16.5%, teaching salaries up 16.8%, library expenses up 48.6%, administrative and general costs up 9.8%, and maintenance expenditures up 17.6%. Total expenditures were \$1,723,549.00, representing an increase of 12.1% over the previous year.

The value of endowment funds on May 31st, 1966, was \$2,-788,585.99, an increase of \$77,955.70 or 2.88%. The endowment fund returned \$129,965.04 net after operating charges, or 4.66% on book value and approximately 3.26% on the market value as of April 15, 1966.

## BUILDINGS AND GROUNDS:

Improvements in buildings, grounds and general plant include: an addition to the main maintenance building; a new heating system for the maintenance building; new hot water storage and heating equipment for the main portion of the campus; a campus post office, a new bookstore in the student union building; a new soda shop-recreation area in Founders Hall; and the refurnishing of the former alumni house as a home for the president. Additionally, the rebuilding of the New Garden Meetinghouse to serve as an administration building will be completed this summer.

Extensive work has also been done on dormitory interiors, and a program for improved campus lighting is underway. A new plan of seeding and fertilizing our grounds has been effected, as is evidenced by the improved appearance of the campus lawns.

## ATHLETICS:

The past year was the most successful Quaker athletic year on record. The football team was runner-up for the Carolinas Conference championship with an 8-2 record. The basketball team beat the conference champion and won the right to represent our district in the NAIA National Championship at Kansas City. The baseball team won the conference title, the district title, the area seven title and took fourth place in the nation at the NAIA championships at St. Josephs, Missouri. Surely this team ranks with the all-time great baseball teams at Guilford College.

Guilford College was the first team in our conference ever to send two varsity teams to the national championships in one year. Individual honors were extended to players and coaches. Stuart Maynard, our baseball coach, was elected NAIA Coach of the Year, truly a coveted honor.

Guilfordians will participate in two new inter-collegiate sports — soccer and wrestling — for the coming year.

## **AUDITOR'S CERTIFICATE**

We have examined the Consolidated Balance Sheet of Guilford College as of May 31, 1966, and the related statements of Revenues and Expenditures and Analyses of Fund Balances for the fiscal year then ended. Our examination was made in accordance with generally accepted auditing standards, excluding examination of public records pertaining to the titles of the plant assets, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, subject to the qualification regarding plant assets, the accompanying Consolidated Balance Sheet presents fairly the financial position of Guilford College at May 31, 1966, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

DAVENPORT, MARVIN & CAUDLE  
Certified Public Accountants

# CONSOLIDATED BALANCE SHEET

May 31, 1966

## ASSETS

### CURRENT FUNDS

Cash on Hand and in Banks .....	\$ 590,526.84
Accounts Receivable .....	29,212.82
Note Receivable .....	4,000.00
Investments .....	155,977.70
Inventories .....	23,254.37
Cash Value — Life Insurance .....	24,559.66
Construction In Progress .....	<u>77,453.63</u>

\$ 904,985.01

### LOAN FUNDS

Cash in Savings Accounts .....	17,776.72
Notes Receivable .....	<u>24,018.25</u>

41,794.97

### ENDOWMENT FUNDS

Cash in Banks .....	44,975.95
Cash on Deposit with Stock Broker .....	5,042.78
Accounts Receivable .....	1,042.60
Notes Receivable .....	169,979.16
Funds Held By Others .....	32,562.86
Stocks and Bonds .....	2,343,054.02
Real Estate .....	<u>220,380.42</u>

2,817,037.79

### PLANT FUNDS

Land .....	256,953.50
Buildings .....	5,022,356.71
Parking Area Improvements .....	18,439.84
Equipment .....	511,906.45
Blandwood Properties .....	<u>201,082.28</u>

6,010,738.78

TOTAL ASSETS .....\$9,774,556.55



## LIABILITIES

### CURRENT FUNDS

Accounts Payable .....	\$ 173,234.68
Funds Held for National Defense	
Student Loan .....	<u>30,632.93</u>
TOTAL LIABILITIES .....	\$ 203,867.61

## RESERVES

### CURRENT FUNDS

Reserve for Repairs and Replacements .....	22,449.16
Reserve for Water Contingency .....	<u>11,898.04</u>
TOTAL RESERVES .....	34,347.20

## FUND BALANCES

Current Funds — Restricted .....	355,228.59
Current Funds — Unrestricted .....	<u>891,531.19</u>
	1,246,759.78
Loan Funds .....	74,941.57
Endowment Funds .....	2,788,585.99
Plant Funds .....	<u>5,426,050.40</u>
	8,289,577.96
TOTAL FUND BALANCES .....	<u>9,536,341.74</u>
TOTAL LIABILITIES, RESERVES AND FUND BALANCES .....	\$9,774,556.55

## LOAN FUNDS

May 31, 1966

### FUND BALANCES

College Loan Fund	\$ 9,086.90	
Masonic Loan Fund	627.45	
Sara J. Swift Loan Fund	455.92	
Philadelphia Loan Fund	3,486.53	
Miles White Loan Fund	6,876.02	
Elwood C. Perisho Memorial Fund	3,100.14	
Y.W.C.A. Building Fund	526.28	
Mebane Loan Fund	223.54	
Advisory Board Loan Fund	271.53	
Knight Memorial Loan Fund	1,737.57	
Girls Aid Loan Fund	1,313.62	
Margaret Watson Parker Loan Fund	83.02	
James and Mollie Staunton Lowe Loan Fund	2,078.60	
Vernon L. and Florence K. Brown Loan Fund	305.00	
Rufus Jones Loan Fund	276.25	
Addie Wilson Field Loan Fund	684.71	
Westphal Loan Fund	2,050.00	
Ora Cox Wilson Loan Fund	1,000.00	
		\$34,183.08
Not Allocated		<u>3,628.12</u>
		\$37,811.20

### (DOWNTOWN CAMPUS)

### FUND BALANCES

William H. Westphal Fund	\$ 608.82	
Not Allocated	<u>36,521.55</u>	
		\$37,130.37
TOTAL FUND BALANCES		<u>\$74,941.57</u>

**FINANCIAL POSITION**  
**May 31, 1966, 1965, 1964, 1963, 1962**

	May 31, 1966	May 31, 1965	May 31, 1964
Current Funds—			
Restricted _____	\$ 355,228.59	\$ 345,036.98	\$ 290,695.10
Current Funds—			
Unrestricted _____	891,531.19	877,406.67	660,334.57
	<u>1,246,759.78</u>	<u>1,222,443.65</u>	<u>951,029.67</u>
Loan Funds _____	74,941.57	63,817.90	54,791.79
Endowment Funds _____	2,788,585.99	2,710,630.29	2,610,710.15
Plant Funds _____	<u>5,426,054.40</u>	<u>5,025,193.86</u>	<u>4,778,327.09</u>
TOTALS _____	\$9,536,341.74	\$9,022,085.70	\$8,394,858.70

	May 31, 1963	May 31, 1962
Current Funds — Restricted _____	\$ 306,074.44	\$ 681,349.69
Current Funds — Unrestricted _____	440,746.36	217,175.31
	<u>746,820.80</u>	<u>898,525.00</u>
Loan Funds _____	43,985.19	37,709.69
Endowment Funds _____	2,537,141.91	2,373,783.31
Plant Funds _____	<u>4,161,405.39</u>	<u>3,496,443.75</u>
TOTALS _____	\$7,489,353.29	\$6,806,461.75

# ENDOWMENT FUND BALANCES AND INCOME

## May 31, 1966

	Fund Balances	Income
General Funds _____	\$ 275,413.05	\$ 11,289.53
✓ Mary Reynolds Babcock Foundation Fund _____	100,000.00	4,660.00
Raymond Binford Memorial Professorship Fund _____	7,938.00**	369.91
Augustine W. and Geneveive Mendenhall Blair Fund _____	1,000.00	46.60
Emma G. Booe Fund _____	600.00*	27.96
Addison and Mary Boren Memorial Fund _____	2,100.00	97.86
William T. Boyce Fund _____	3,294.00 R.I.	153.50
Edwin P. Brown Scholarship Fund _____	2,500.00*	116.50
Blount Memorial Fund _____	3,500.00	163.10
Ada, Emma, Martha and Elva Blair Memorial Fund _____	1,000.00	46.60
Carolina By-Products Co., Inc. Fund _____	1,250.00*	58.25
Sarah E. Benbow Memorial Fund _____	1,000.00	46.60
Ida Bell Fund _____	1,929.10	89.89
Barry Chapman Memorial Fund _____	450.00	20.97
Class of 1937 Scholarship Fund _____	103.65	4.83
Class of 1946 Fund _____	68.95	32.13
Cecil J. Cloud Fund _____	400.00*	18.64
Annie Lois Henley Coltrane Fund _____	1,000.00	46.60
Annie M. Couch Memorial Fund _____	1,000.00	46.60
Josiah E. Cowles Memorial Fund _____	7,062.64	329.12
Elwood Cox Scholarship Fund _____	1,000.00*	46.60
Jonathan and Elizabeth Cox Fund _____	15,000.00	699.00
Joseph J. and Mary D. Cox Memorial Fund _____	4,500.00	209.70
J. S. and M. D. Cox Fund _____	5,000.00	233.00
Jeremiah S. Cox Fund (Cox Hall) _____	5,000.00	233.00
✓ E. Franklin Craven and Minnie Phipps Craven Fund _____	121,684.13	5,670.47
Mary E. M. Davis Memorial Scholarship Fund _____	1,756.86*	81.88
J. Franklin Davis Fund _____	1,000.00*	46.60

	<b>Fund Balances</b>	<b>Income</b>
Eula Dixon Fund _____	1,017.69*	47.44
J. Gurney Dixon and Thomas C. Dixon Scholarship Fund _____	1,000.00*	46.60
Nereus C. English and T. R. English Fund	27,000.00	1,258.20
Virginia Bouldin English Memorial Fund____	1,000.00	46.60
Newton F. and Laura Farlow Fund_____	9,079.00*	423.08
Addie Wilson Field Loan Fund _____	5,000.00*	233.00
A. Brown Finch Scholarship Fund _____	11,757.67**	547.92
Jessica T. Fogle Scholarship Fund _____	10,000.00*	466.00
✓ Ford Foundation Fund _____	126,500.00	5,894.90
Cyrus Pickett and Lucetta Churchill Frazier Memorial Fund _____	59,301.69	2,763.47
Cyrus Pickett and Lucetta Churchill Frazier Fund No. 2 _____	4,686.00 R.I.	218.37
Issac Gravenor and Jane Cummins Frazier Fund _____	2,500.00	136.98
Franklin G. Frazier Scholarship Fund____	11,413.62*	114.14
Nereus C. English Scholarship Fund _____	15,672.97*	730.36
Melvina Armfield Frazier Scholarship Fund	1,000.00*	46.60
Adalia Taylor Futrell Scholarship Fund ____	2,000.00*	93.20
Girls Aid Fund _____	1,752.91*	81.69
Girls Home Fund _____	6,040.83	281.51
Harriett Green Fund _____	12,389.48	577.33
Greensboro Advisory Board Scholarship Fund _____	7,650.00*	356.49
Greensboro Fund _____	22,788.08	1,061.92
John B. Griffin Scholarship Fnud _____	1,625.00*	75.73
John B. Griffin Memorial Fund _____	500.00	23.30
J. Robert and Retta English Hardin Scholarship Fund _____	1,000.00*	47.00
Samuel L. and Evelyn M. Haworth Fund____	2,541.25	118.41
L. A. Henley Fund _____	2,070.15	96.46
Ida Lowe Hicks Fund _____	3,000.00	139.80
Fowell B. Hill Fund _____	1,000.00	47.00
Nathan Branson Hill Fund _____	10,000.00	470.00
S. Addison and Laura Petty Hodgin Fund____	68,744.42	3,203.47

	<b>Fund Balances</b>	<b>Income</b>
A. P. Holliday Fund _____	6,761.02	315.06
Richard L. and Hettie Overman Hollowell Memorial Fund _____	25,000.00	1,165.00
Alsa C. and Emily S. Howard Scholarship Fund _____	37,774.20	1,760.27
Herbert and Virginia H. Howard Fund _____	1,000.00 R.I.	47.00
Nathan Hunt Memorial Fund _____	1,500.00	69.90
David H. Jackson Fund _____	1,500.00	69.90
E. Daryl Kent Fund _____	1,000.00 R.I.	47.00
Thomas E. and Sally B. Kidd Fund _____	3,025.00 R.I.	140.96
Francis T. King Fund _____	5,000.00	233.00
✓ Roxie Armfield King Fund _____	155,561.04*	7,249.14
Rufus King Peace Fund _____	47.45*	2.20
N. Era Lasley Scholarship Fund _____	2,009.84*	93.62
✓ Library Fund _____	100,000.00	4,660.00
Ella Lindley Memorial Fund _____	5,000.00*	233.00
John C. Lindsay Memorial Fund _____	2,634.00**	122.74
William (Bill) G. Lindsey Scholarship Fund	3,005.61*	140.08
Ezra Murray Meader Fund _____	500.00**	23.30
Elihu and Abigail N. Mendenhall Memorial Fund _____	12,350.00	575.51
N. Pauline Mendenhall Fund _____	1,000.00	46.60
Nereus and Oriana Mendenhall Mathematics Scholarship Fund _____	4,182.82*	194.93
Richard Percy Mendenhall and Pearl Mendenhall Walker Memorial Fund _____	77,423.48	3,607.91
Merrill Lynch, Pierce, Fenner and Smith Fund _____	1,350.00	62.91
Carolyn Borden Miller Fund _____	1,908.80 R.I.	88.96
Clyde A. and Ernestine C. Milner Fund _____	2,375.00*	110.68
Clyde A. and Ernestine C. Milner Fund (By Trustees) _____	13,500.00 R.I.	629.10
Clyde A. and Ernestine C. Milner Fund _____	11,775.00 R.I.	548.72
Ida Millis Fund _____	1,500.00	69.90
James Arnold Mitchell Memorial Scholarship Fund _____	14,000.00*	652.40
Colonel Robert Mitchell Fund _____	10,850.00 R.I.	505.61

New Garden Boarding School Fund _____	1,000.00	46.60
Algje I. Newlin Fund _____	2,400.00*	111.84
H. R. and Elizabeth Newlin Fund _____	500.00	23.30
Oliver Woodson Nixon Fund _____	25,000.00	1,165.00
Leora Sherrill O'Callaghan Fund _____	2,199.10*	102.47
Susanna Osborne Fund _____	1,000.00*	46.60
William F. Overman Fund _____	1,000.00*	46.60
William H. and Margaret Davis Overman Memorial Fund _____	8,911.07*	415.25
J. Wilmer Pancoast Fund _____	8,276.56*	385.70
Ellwood W. and Elizabeth S. Parker Fund__	2,500.00*	116.50
D. Ralph Parker Memorial Room Furnishings and Equipment Fund _____	1,000.00**	46.60
David and Cora Worth Parsons Fund _____	4,500.00 R.I.	209.70
Harriett Peck Fund _____	1,000.00	46.60
Ann E. W. Fund _____	500.00	23.30
Perpetual Savings & Loan Association Fund	1,000.00	46.60
Philadelphia Scholarship Fund _____	15,517.82*	723.14
Physical Education Fund _____	350.00**	16.31
Dr. Russell Pope and Ethel A. Pope Fund__	1,000.00	46.60
Amos and Martha Ragan Family Memorial Fund _____	75,000.00*	3,495.00
Serena L. Rees Fund for David Troll Rees Scholarship _____	4,764.03*	222.00
Troll Rees Fund _____	19,408.03*	904.41
John W. Register Fund _____	1,000.00	46.60
James Reynolds Fund _____	400.00	18.64
Chas. C. Richardson Fund _____	1,000.00	46.60
Ricks Memorial Library Fund _____	10,247.24	477.51
Riverside Mfg. Company Scholarship Fund	12,500.00*	582.50
Josephine Leonard Robbins Memorial Fund	1,325.00	61.75
William Lee and Ruth C. Rudd Fund_____	3,050.00	142.13
Marion B. and M. Elizabeth Rustedt Fund	1,000.00	46.60
Issac Sharpless Memorial Fund _____	50.00	2.33
Harold & Mildred Leak Schiffman Fund___	31,500.00 R.I.	1,467.90

	<b>Fund Balances</b>	<b>Income</b>
G. F. Seymour Fund _____	500.00	23.30
Margaret Cleo Seymour Fund _____	500.00	23.30
B. Clyde Shore Fund _____	3,076.85*	143.39
Elvira Lowe Smith Fund _____	5,775.00*	269.12
Elisha Thomas and Louisa Bradshaw Snipes Fund _____	8,321.75*	387.29
Ethel Speas Scholarship Fund _____	91,754.44*	4,275.76
Donald M. Stafford Fund _____	1,114.30	51.93
Dr. James Horace Stimson Memorial Fund	1,827.03	85.14
Margaret White Symmes Fund _____	1,000.00	46.60
Mary E. Starbuck and Ora Lee Tapscott Memorial Fund _____	425.00	19.80
Amos Stuart Fund _____	25,000.00*	1,165.00
Elbridge A. Stuart Fund _____	61,500.00	2,865.90
Allen and Anna Tomlinson Memorial Fund	250.00	11.65
Martha S. Tomlinson Memorial Fund ____	600.00	27.96
Exum Unthank Memorial Fund _____	334.40	15.58
Fred L. Van Dolsen, Sr. Fund _____	5,640.25	262.82
Vick Scholarship Fund _____	5,000.00*	233.00
J. Curt and Gertrude Victorius Fund ____	9,000.00 R.I.	419.40
J. M. Ward Fund _____	112,928.60**	5,262.47
Warren Byers Watkins Memorial Scholarship Fund _____	3,263.10*	152.05
John C. Whittaker Fund _____	500.00	23.30
Cora E. White Fund _____	500.00	23.30
Frances White Fund _____	5,000.00	233.00
George W. White Memorial Fund _____	1,000.00	46.60
George W. and Mary E. White Contingent Fund _____	5,000.00	233.00
Henryanna Hackney White Scholarship Fund _____	1,000.00*	46.60
Henryanna Hackney White Memorial Fund	10,000.00	466.00
Mary J. White Fund _____	150.00	6.99
Rufus and Lydia White Memorial Fund____	1,000.00	46.60
Clara D. Willits Fund (Girls Aid) _____	31,095.39**	1,449.03
William A. and Mabel Wolff Fund _____	132.50	6.17



	<b>Fund Balances</b>	<b>Income</b>
R. L. and Alice B. Wolff Memorial Fund	4,150.00	193.39
John W. and Mary C. Woody Memorial Fund	500.00	23.30
Thomas Wesley Wooten Fund	50,000.00*	2,330.00
Laura D. and Lina E. Worth Fund	1,000.00**	46.60
V. Judson Wyckoff and Hilda M. Wyckoff Fund	20,000.00 R.I.	932.00
Yearly Meeting Fund	30,362.86**	3,339.91
<b>TOTAL FUNDS ALLOCATED</b>	<b>\$2,238,214.72</b>	<b>\$104,317.74</b>
 Fund Balance Not Allocated	 550,371.27	 25,647.30
<b>TOTALS</b>	<b>\$2,788,585.99</b>	<b>\$129,965.04</b>
*Restricted for Scholarships		\$ 27,988.03
**Restricted for grants or other educational purposes		11,224.79
Unrestricted		85,344.00
Sub Total		124,556.82
R.I.—Reserved Life Income		5,408.22
		<u>\$129,965.04</u>





GUILFORD COLLEGE BULLETIN

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**The President's  
Annual Report to  
The Board of Trustees  
of Guilford College**

**June 1, 1966 to May 31, 1967**



**The President's  
Annual Report to  
The Board of Trustees  
of Guilford College**

**June 1, 1966 to May 31, 1967**



**Guilford College  
Greensboro, North Carolina**

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## I. INTRODUCTION

Erasmus, several centuries ago, maintained that the mind is a fire to be kindled, not merely a vessel to be filled. This ancient insight remains highly pertinent to educational planning and still has the power to spark highly animated discussions among educators. This pithy comment helps us to focus on the important part which personal involvement plays in education, and upon the need of a college to create a total atmosphere of learning. It is clearly suggested that an education involves something more than the mere accumulation of information, though this has its importance. Beyond this, however, a good education, should stimulate a student's desire to know, and should challenge him to creative thinking and imaginative use of his acquired knowledge.

Modern research about the learning process largely supports Erasmus' judgment, and indicates that we must strive to develop a questioning attitude on the part of the student, stressing not merely *what* to think, but more importantly, *how* to go about thinking in the various areas of academic and personal pursuits. Included here is a needed emphasis upon how to approach a body of data, and how to find relevant answers. If a student is imbued with good personal attitudes towards the acquisition and use of knowledge, less reliance will need to be placed upon artificial means commonly practiced to motivate the student.

The problem faced by schools and colleges is to arrange the total student program in such a way that it provides a climate favorable to produce these desirable attitudes towards learning.

Much has been written and said about the advantageous personalized learning opportunities available to students at small colleges. Although this *can* be true, a number of small colleges offer the student far less in this respect than can be obtained at many large universities. Private colleges need to couple the admitted advantage of smallness with an excellence of teaching staff and general student services, so that they do indeed provide the undergraduate student with a better total environment for learning. Otherwise such colleges actually do the student a disservice, and there seems to be little justification (or probability)

of their continued existence. Our objective as Guilford plans for the future is to continue and to augment these characteristics at Guilford College.

### A. *ACADEMIC CONSIDERATIONS*

The most obvious factor in creating a stimulating college atmosphere lies with having teaching personnel who are able to communicate an excitement about their subjects, and who can contribute to an atmosphere of lively intellectual ferment on the campus. Such professors have the ability and sensitivity to perceive students as co-workers, and to convey to them a sense of partnership in the learning activity. Guilford College is fortunate to have a number of such professors presently on its staff, but more of this sort are always needed. Such professors are much in demand, however, and are not easy for a college to obtain or, when on the staff, to retain. The following considerations are highly relevant towards maintaining this sort of academic environment.

Professors generally look for several characteristics when selecting a college with which to affiliate, and these may be grouped under three headings: 1) Salary considerations, 2) opportunities for research in their academic field, and 3) fringe benefits.

1) *Salary considerations*: Salary, of course, is an important factor in faculty recruitment, though not necessarily the primary one. Outstanding faculty members are assured of many job opportunities at excellent salaries elsewhere, and a college which aspires for excellence must be willing to offer an attractive and competitive salary scale. In the search for faculty talent the college is in competition not only with other colleges in the region, but in the nation as a whole, and must provide salaries which realistically reflect national conditions. Guilford College, cognizant of this fact, has increased the faculty salary budget in excess of \$200,000 for the next academic year. This represents a very significant step forward, but we must anticipate further salary increases of 6% or more annually just to retain our present position relative to other colleges. It is well known that faculty salaries among private colleges in the South are considerably below those

of other such colleges in the rest of the nation; this fact is a serious and increasing threat to Southern higher education, and unless remedied, will result in a continued erosion of the quality of Southern colleges. It is suggested here that Guilford College now and in the future measure itself not by regional but by national standards, and that it make the needed fiscal projections in order to assure a competitive position among the fine colleges in the nation.

2) *Opportunities for research*: In selecting a college with which to affiliate, professors are also looking for one which offers an opportunity to "keep up" with their fields by providing time and means for study and research, as well as for attendance at professional meetings. This sort of activity should not be viewed as some sort of special privilege; it is vital if the professor is to remain up to date and deeply involved in his specialized discipline. Many important developments are taking place in every academic field, and without continued research it is very easy for a professor to become "dated" and to lose the stimulating contacts with other scholars. This is a serious loss for a teacher, and is usually reflected in his teaching as well as in the success of his students in obtaining fellowships and other important national recognitions, such as Woodrow Wilson and Danforth scholarships.

Whereas Guilford does not require that its professors publish in order to obtain advancement at the college, it firmly recognizes that research and the time in which to do it is highly important to the continued success of a teacher. It also recognizes that reduction of teaching loads to encourage this is not only desirable, but increasingly necessary. The quality of a college is directly based on the quality of its teaching staff, and all measures which bring about staff-improvement are vital to the stability and continued effectiveness of the college as a whole.

Guilford has been fortunate for next year to obtain federal funds to provide replacements for three faculty members so that they may spend a full year away from the campus pursuing post-doctoral research in their fields. This will undoubtedly bring increased vitality to the life of the college when they return; hopefully the same arrangement can be made available to others for the following year. Guilford College, however, should look

toward the establishment of a regular sabbatical leave arrangement so as to make these benefits more college-wide. A broadened program of summer study grants is also desirable, especially grants which are not limited to formal work for a graduate degree, as are those provided by the Piedmont University Center.

3) *Fringe Benefits*: In selecting a college with which to affiliate professors also look at the programs of "fringe benefits", and these often offset the lure of higher salaries elsewhere. Guilford has a fairly good range of such benefits, but other desirable categories could be added, notably in the areas of faculty housing. Houses in the Greensboro area are expensive, and are particularly difficult to obtain in the immediate area of Guilford College. Although Guilford has a number of faculty rental homes, more are desirable. It is also desirable for the college to devise ways of encouraging faculty members to build their own homes, for this is a definite factor in faculty stability. The willingness of the Guilford Trustees to liberally finance faculty homes is very commendable, but other methods, particularly in the procurement of land near the college, are also needed.

## B. STUDENT COMMUNITY LIFE

Other dimensions of college life beyond that of the purely academic contribute importantly to a climate conducive to learning. The college, after all, is also a *home* for many students, and factors of this home life very considerably affect student attitudes and morale. The manner in which the dormitories are maintained, as well as the counseling services both within the dormitories and generally throughout the college, have a very direct bearing on how the students perform in classes. Guilford's progress in both these areas has been most encouraging, and is discussed later in this report. The college has appointed professionally trained personnel to live in the residence halls, and in addition has selected student Resident Assistants for the various dormitories. The result has been "quieter" dormitories, less property damage, and an atmosphere generally much more conducive to study. Dean William Lanier has effectively analyzed Guilford's needs in this important area of college life, and continued improvement beyond that already achieved is anticipated.

### *C. THE BUILDING PROGRAM*

A third general area of college life which contributes to the learning climate is that of academic facilities. In speaking of this, one is reminded of the old saying that the best education is Mark Hopkins on one end of a log and a student on the other. This is true up to a point. The sterling teacher is the most important requirement of a good education, but as our society becomes more complex it is increasingly true that this teacher must be buttressed with good facilities and technological aids. Adequate student housing, classroom and recreational facilities, and teaching aids such as electronic and audio-visual equipment, all enhance the study environment.

Guilford College has made steady progress in all these areas during this past academic year. The administrative offices of the college moved into the extensively rebuilt New Garden Hall, vacating Duke Memorial Hall so that it could be similarly renovated to provide much needed classroom and faculty office space. Duke Memorial Hall is being converted from a two to a three floor building, and is expected to be largely ready for occupancy by the opening of college in the fall. Its distinctive features include a modern language laboratory on the third floor and a well-equipped audio-visual theatre on the first floor, plus other classrooms which will serve multi-purpose needs.

Work is well-along on less sweeping renovations to the front wing of King Hall. Present plans call for redecorating the classrooms and laboratories, installing hoods in the chemistry laboratories, and the installation of additional laboratory equipment. Future plans call for the construction of a new back wing to King Hall to provide adequate facilities for Guilford's Physics, Natural Science, and Psychology programs. \$93,600 award to Guilford by the Charles A. Dana Foundation to improve New Garden, Duke Memorial and King Halls have played a very significant part in making these renovations possible.

Other work is underway to improve the faculty office facilities in Archdale Hall, and more space has been released for student activities in the present Student Union Building as well as in other rooms variously located over the campus. It should be

noted that Guilford has continuing need for a larger and more centralized building to properly house student activities.

There is also a continuing need for more dormitory space, and two additional dormitories, or their equivalent in housing accommodation, must be provided in the coming year. Several factors enter into this consideration:

1) Residential colleges throughout the nation are experiencing a decline in the number of day-students, and the impact of this has been felt at Guilford, particularly this year. To maintain total enrollment, therefore, Guilford College must provide additional residential spaces on campus;

2) Cox Hall, one of Guilford's dormitories for men, has been judged inadequate for continued student occupancy beyond this present year, thus necessitating another dormitory to replace it;

3) Guilford has for the last several years crowded more students into certain residence halls than is considered desirable, due to the unprecedented pressure of applications. This condition has a number of undesirable consequences affecting student comfort, morale, and study effectiveness. Other residential facilities will enable the college to relieve this pressure to the benefit of all concerned.

One measure has already been undertaken to meet, temporarily, this situation: the college has loaned money to the Friends Retirement Homes project to enable two housing units to be constructed by the time college opens this fall. Guilford will house women students in these units for one academic year; it is expected that the college will be enabled to make permanent housing arrangements on campus for the following academic year.

Two dormitories, long unnamed, were dedicated at Alumni Day this spring. The new men's dormitory was officially named the CLYDE A. AND ERNESTINE MILNER HALL, honoring the many years of dedicated service which the Milners gave to Guilford College, and the new women's dormitory was officially named the RAYMOND AND HELEN T. BINFORD HALL,

honoring the equally dedicated service of the Binfords. We at Guilford are proud to have these buildings bear the names of these two former presidents of the college who were so instrumental in developing the strengths of the college and in planning its growth.

## II. OTHER CONSIDERATIONS

### BOARD OF TRUSTEES

Changes in the Board of Trustees were marked by the retirement of Eunice Parker, who served Guilford College loyally and well in this capacity for seventeen years. Eunice Parker has been greatly missed, but the Parker name has been continued on the Board with the appointment of her son, David Ralph Parker, Jr. David Parker is a Guilford graduate of the class of 1941, is a member of the High Point Friends Meeting, and is President of the Hatteras Yacht Company, President of Furniture Displays, Incorporated, and is a Director of the E. F. Craven Company.

This year was also marked by the appointment of four Trustee Counselors to the Board. Two represent the Guilford College Alumni Association: Seth Macon, and Linwood Beamon; and two represent the North Carolina Yearly Meeting: Seth Hinshaw, and Isaac Harris. Seth Macon is Vice President and Agency Manager of Jefferson Standard Life Insurance Company; William Linwood Beamon is a partner of the Biggerstaff-Beamon Realtor Company, and Mayor of the City of Burlington; Seth Hinshaw is Executive Secretary of the North Carolina Yearly Meeting, and Isaac Harris is pastor of Archdale Friends Meeting.

I would like to express my appreciation and that of all at the college to members of the Guilford College Board of Trustees for their willing gift of time and talents, and for the careful and progressive manner in which they have guided the affairs of the college. There has been a great spirit of unanimity on the Board concerning the areas which most affect the growth and developing strength of the college - i.e. upgraded faculty salaries and improved academic facilities. These two factors, perhaps more than any others, will do much to insure that we achieve our vision of

Guilford as a place alive with ideas and energy, yet as a place which is also rooted deeply in Christian concern and commitment.

Before proceeding with a more detailed accounting of our activities at Guilford, I would like to indicate my personal appreciation for the continuing spirit of cooperation and dedication to the long-range interests of the college so manifest among the faculty and administrative staff of the college. Many faculty members have put in seemingly endless hours upon committees and their work here, as in the classroom, is greatly valued. Administrative officers have worked with commendable efficiency and zeal in pursuing their various responsibilities. All these elements form a distinctive part of Guilford College, and provide a very sound basis for advance and for optimism as Guilford faces the future.

I would like to add a special word of appreciation for the work of Dr. Jerry Godard who has served in the new post of Associate of the President for this past year. Jerry Godard has greatly helped to coordinate the work of the other administrative officers of the college, and has helped with the implementation of many administrative decisions. During E. Daryl Kent's leave of absence for this next academic year Jerry Godard will serve as interim academic dean, though he will also retain his present title and many of his present responsibilities.

### III. ENROLLMENT

In view of the severely overcrowded facilities on the Main Campus resulting from the record student enrollment in 1965-66, the student body at the Main Campus was intentionally reduced, and averaged 916 students this past academic year. During this year we have given careful consideration to Main Campus enrollment projections. With the renovation of Duke Memorial Hall as a classroom building and the anticipated construction of new dormitory facilities during the coming year, we plan to stabilize the Main Campus enrollment between 950 and 1,000 students for 1967-68, and for the foreseeable future. This enrollment will allow maximum use of available facilities as well as continued personalized contact with individual students. Enrollment projections



for the Downtown Campus must await the development of several new programs which will be discussed later in this report.

The Freshman class admitted last fall proved to be the best prepared entering class in recent years as indicated by their high school rank in class and Scholastic Aptitude Test scores, as well as their first-year performance at Guilford College. Their record, however, is matched or surpassed by the incoming Freshman class. The Admissions staff and Faculty Admissions Committee are to be commended for their efforts in screening so many candidates and in securing such a good group of entering students.

Some special word is perhaps desirable concerning the methods and the criteria used in the selection of students to be admitted. Several factors in the admissions picture will be helpful as a background. One is that the Trustees of Guilford College have determined that the Main Campus enrollment should not exceed one thousand students (no limit has been set upon the Downtown Campus). A second factor is the unprecedented number of students who are applying for admission to Guilford. A third factor is the traditional position of the college (and of most colleges) that, with certain notable exceptions, the college should accept those who are best qualified and in a position to gain most from (and contribute to) the life at Guilford. When taken together, these factors indicate that many who apply to Guilford simply cannot be accepted. Guilford is in the position of being able to enroll only about one-third of those Freshmen who apply for admission. Actually we "accept" approximately one-half of those who apply, knowing that all will not in fact enroll as Guilford students. These factors, therefore, clearly indicate the need for carefully selective admissions procedures, and, by the same token, a rising quality-standard for students.

Certain exceptions were indicated earlier to these general criteria: Guilford makes a special effort to provide an educational opportunity for worthy Quaker students, as well as for certain others who meet the minimum standards for admission. The college does not think that it is doing a "favor" to admit students who cannot meet the minimal standards, for it brings them into an atmosphere where according to our best judgment their chance of success is limited.

In selecting students Guilford considers four major characteristics: 1) Scores on the College Entrance Examination Test, 2) academic rank in high school class, 3) high school achievements, and 4) personal recommendations. Decisions according to these criteria are in the hands of the Faculty Admissions Committee, the chairman of which is a member of the teaching faculty.

Charles Hendricks, for many years Guilford's Director of Admissions, has accepted a new post with the college as Special Assistant to the President, and will be assigned a variety of administrative tasks. Robert Newton, Guilford class of 1958, M. Ed. from the University of North Carolina at Greensboro, and from 1960-66 teacher of English and Assistant Principal at Page High School, Greensboro, is taking over as Director of Admissions. Alan Atwell, who has served Guilford for two years as Assistant Director of Admissions, has accepted a position as Director of Admissions at St. Andrews College.

Two trends in the applications submitted for admission to Guilford College have been noted and carefully considered in our long-range academic planning. One is a significant increase in the proportion of highly qualified women applicants; the other is a decrease in the day-student applications. The latter trend was no doubt influenced by Guilford's increased tuition for next year, but chiefly by increased opportunities for low cost public higher education in the area. In the near future Guilford expects to house at least 90% of the Main Campus enrollment as dormitory students, and to move to a male-female ratio of approximately 50-50. Our plans for new dormitory construction are based on these projections.

#### IV. STUDENT LIFE

Much attention has been given during the year to the various aspects of student community life at Guilford College. Dr. William J. Lanier, newly appointed Dean of Students, and his staff have worked effectively with the student body in identifying problems and making plans to improve the quality, diversity, and relevance of collegiate experiences for the student. The restructuring and coordination of the various aspects of the student personnel program have been most encouraging.

In particular, we have noted much improvement in the residence hall life, which is to be attributed to increased professional supervision and direction within the dormitories. A training program was instituted in January to select and prepare students as Resident Assistants to help in the overall residence hall program. Seventeen upperclassmen were appointed in this capacity and were paid small stipends by the college. This program has proven most effective and will be expanded for the coming academic year.

Student self government was initially hampered by the failure of the Men's Student Council to assume suitable responsibility. However, the student committee charged with the responsibility to re-establish a men's governmental function was most successful. A Men's Inter-Dormitory Government was formed and officers were elected during the spring. Also for the first time in many years, each men's residence hall elected officers and established individual dormitory judiciaries. The Women's Student Council continues to have effective leadership and to contribute greatly in the life of the campus.

Vocational and personal testing and counseling were made available to all students this year on a walk-in and referral basis. Additionally, three concentrated periods of time during the year were scheduled to counsel students who were in academic difficulties. There is need for additional professional counseling services on campus, however, and this need must be met as soon as possible. The appointment of a full time counseling psychologist and/or part-time consulting psychiatrist is being considered for the 1968-69 academic year to fill this need. Guilford's Placement Service and the College Health Service have been expanded during this past year, and now serve the student body most effectively.

Student acceptance of responsibility for the development and maintenance of social and community activities was most gratifying. Their initiative and ingenuity is particularly noteworthy and helpful in view of this year's severe lack of facilities for student activities. Although expanded facilities are available for next year, they are still not adequate. Campus life and the

potential of the newly developed student personnel program cannot achieve maximum effectiveness until adequate student activities facilities are provided.

## V. FACULTY

This year has witnessed a significant involvement of faculty members in the development and planning of academic programs and policies. Many were involved on both standing and *ad hoc* committees, as well as in the proceedings of the general faculty meeting, which were quite productive and helpful.

All academic departments have reconsidered, and revised where necessary, their major course offerings in connection with a new edition of the college catalog. The catalog has been completely rewritten and brought up to date under the general editorial supervision of Dorothy Thorne, and should be available in mid-August. Several new academic programs have been added, and others are under continuing consideration. The new programs include: 1) establishment of two separate departments: that of Economics and of Business Management, to replace the existing Department of Economics and Business Administration; 2) further additions to the Geology curriculum to allow a two-semester Geology sequence to meet Guilford's Natural Science core requirement; 3) a "pass-fail" grade option in which upperclass students may take courses and receive one of these grades rather than ordinary letter grade. It is expected that this option will encourage students to take a broader variety of courses without thereby endangering their regular grade-point average; 3) a coordinated program of academic advising for freshmen; 4) the inauguration of several experimental freshmen seminars to be offered as electives in 1967-68. The aim here is to broaden the variety and types of courses open to freshmen so as to insure maximum challenge to the entering student; 5) new senior seminar options in major fields; and 6) several new programs to be offered at the Downtown Campus described later in this report. All these changes are designed to strengthen Guilford's offerings in particular departments, to provide additional flexibility in existing requirements, or to offer new stimulating educational experiences on an experimental basis.

Other important policy matters are currently being considered by the appropriate faculty committees; their deliberations will form an important part of a long-range planning program for Guilford which will be inaugurated next fall. Currently under consideration are the addition of an international studies emphasis to the Guilford curriculum; new types of "independent study" programs; alternative types of arrangement for the division of the college year; and several possible cooperative programs with other area colleges.

During this past year many faculty members indicated an interest in holding informal discussions on educational policy matters and on the improvement of teaching. Such discussions among faculty and administrative officers were held periodically, and were well attended. More of these are planned for this next academic year. Other more formalized faculty seminar groups are also planned to discuss the teaching and learning process, the improvement of teaching, and individual scholarly and research interests. Guilford has been fortunate to receive federal funds which will make it possible to bring a variety of consultants in most of these as well as other areas, and such consultants will meet with faculty seminar groups where appropriate.

Several faculty members, with the interest and cooperation of many others, have initiated a freshman reading program for the coming year. Building upon this interest, the college is sending three books for summer reading to each of the incoming freshmen, and faculty members will hold discussion meetings on these books early in the fall. All of the above activities are healthy signs of faculty vigor and commitment to their academic disciplines, to their students, and to Guilford College.

Several faculty members received promotions and others were granted awards, honors, and other distinctions:

#### APPOINTMENTS TO ENDOWED PROFESSORSHIPS

Lewis Aiken	Dana Professor of Psychology
Frederick Crownfield	Craven Professor of Biblical Literature and Religion

Garness Purdom . . . . . Dana Professor of Physics

## PROMOTIONS

Annie Bell . . . . . From Instructor to Assistant Professor of Education

Joyce Clark . . . . . From Instructor to Assistant Professor of  
Physical Education

Robert Johnson . . . . . From Instructor to Assistant Professor  
of Sociology

Frances Norton . . . . . From Associate Professor to full  
Professor of Psychology

Gwen Reddeck . . . . . From Instructor to Assistant Professor  
of Education

John Rundell . . . . . From Instructor to Assistant Professor  
of Biology

## TENURE APPOINTMENTS

William Burris . . . . . Political Science

Joyce Clark . . . . . Physical Education for Women

Claude Cooke . . . . . Music

Oliver Ingraham . . . . . Natural Science

Josephine Moore . . . . . History

John Pipkin . . . . . Religion

Gwen Reddeck . . . . . Education

## SCHOLARSHIP GRANTS

Donald Deagon . . . . . Piedmont University Center Summer Grant

Hiram Hilty . . . . . Piedmont University Center Summer Grant

E. Newsom Williams . . . . . Piedmont University Center Summer Grant

Earl Redding . . . . . National Defense Education Act, Title IV  
Fellowship to attend the University of Miami, Fla.

John Rundell . . . . . Grant from the Atomic Energy Commission-  
National Science Foundation Institute to attend

Cornell University

Edward Burrows . . . . . Summer Institute in Asian Studies at  
Duke University

## PUBLICATIONS

Lewis Aiken—*A review of research on the Welsh Figure Prefer-*

ence Test. Report published by the Richardson Foundation. "Another Look at Weighting Test Items". *Journal of Educational Measurement*.

"The Effect on Test Score Variance of Differential Weighting of Item Responses". *Journal of Educational Measurement*. "Weighting and Guessing on Varieties of the Multiple-Choice Item". *Educational and Psychological Measurement*.

John Grice—"Export Tax Incentives with Particular Reference to Colorado's Export Interest". Colorado Department of Resources and Development (co-authored with J. A. Wilkenson).

Jerry Godard—*The Student and his Public Image*, National Association of Student Personnel Administrators. (co-authored with Mark W. Smith).

J. Floyd Moore—"Sources of Quaker History in North Carolina", off set.

Alexander Stoesen—"The End of the American Watch on the Rhine". *Proceedings of the South Carolina Historical Association*, 1966.

Surindar Suri—"Election in Ceylon: Counterrevolution of Ballots". *Politische Viertel jahresschrift*.

"Caste and Communism in Kerala," forthcoming in *Politische Viertel jahresschrift*.

"Brain Drain: A Case Study", *Seminar, Bombay*.

"Cow Cult: A Psychological Approach", *Seminar, Bombay*.

"Post-election Political Trends in India", forthcoming in *Seminar*.

Paul Zopf—*North Carolina: A Demographic Profile*, North Carolina Population Center, North Carolina Press.

## ACTIVITIES

Herbert Appenzeller—Member of National AAU Track and Field Committee.

Annie Bell—Elected President of the Greensboro branch of the

Association of Childhood Education and secretary of the North Central District, Division of Higher Education of the North Carolina Education Association.

Robert Bryden—Member of Water Resources Research Institute.

Edward Burrows—President of Greensboro chapter - United Nations Association.

Robert Dinkel—Board of Directors of Population Reference Bureau.

Jerry Godard—Member of Advisory Board, Division of Research and Publication, National Association of Student Personnel Administrators Visiting Committee Member, Southern Association of Schools and Colleges.

Harvey Ljung—Member of Examinations Committee, Division of Chemical Education, American Chemical Society.

Nancy Melleney—Elected President of the North Carolina Women Deans and Counselors Association.

Much attention has been given this year to faculty working conditions, benefits, and compensation. Recognizing the pressing need to radically improve faculty salaries in order to retain and adequately compensate our existing faculty and to attract new personnel of high quality, the college took a bold step to increase faculty salary budgets by approximately 20 percent for the 1967-68 academic year. This increase will allow Guilford College to compete favorably with other good liberal arts colleges in the state and nation. The salary improvement was largely accomplished by a tuition and fee increase of \$200, a three year grant of \$60,000 from the Elbridge Stuart Foundation, a new Dana Challenge grant for endowed salary supplements for four Dana Professorships, as well as by a U. S. Office of Education grant.

In early May, Guilford College was most fortunate to receive ten National Teaching Fellowships under the provisions of Title III of the Higher Education Act of 1965. While Guilford was notified of this grant quite late in the year, we are highly pleased with the ten National Teaching Fellows whom the grant enabled us to secure. The grant enabled the college to provide replacements for three faculty members, Earl Redding, Robert Johnson,



and John Rundell, each of whom will be on a year's leave of absence with full salary equivalences to continue study for their Ph. D. degrees. The grant will also provide replacements for three senior faculty members, David Stafford, Edward Burrows, and E. Daryl Kent, who will be engaged at full salary in a year of post-doctoral study.

David Stafford, Chairman of the Department of Sociology, will undertake advanced study of the Chinese family and social structure, and will spend periods of study at the Institute for Advanced Studies at Princeton, the University of Pennsylvania, the University of Wisconsin, Northwestern University, and the University of Michigan.

E. Daryl Kent, Academic Dean of the College, and Professor of Philosophy, has been selected as a post-doctoral scholar in the South Asia Regional Studies Program at the University of Pennsylvania, and he expects additionally to visit other libraries and universities in the northeast for varying periods of study. His study will be focused largely upon Asian religions and philosophy.

Edward Burrows, Chairman of the Department of History, has been appointed as a fellow in the summer program of the Duke University International Studies Program, and will later be affiliated as a post-doctoral fellow in the Institute of African Studies at the University of California at Los Angeles. Afterwards he plans extensive visits in Africa, and later to the Near East and Far East. While Guilford will greatly miss this group of senior professors we look forward to their return after this broadening and refreshing year.

Finally, the Federal grant will allow the needed addition of four faculty members in expanding departments, notably Chemistry, Physics, Art History, and Geology. We are pleased to announce the appointment of the following additions to our faculty and staff:

KHAMIS ABDUL-MAGID, *Dana Professor of Economics*

B.A., American University at Cairo, Egypt; M.A., University of Texas; Ph.D., University of Pennsylvania

*Teaching and Related Experience*

1956-1962 Drexel Institute of Technology, Philadelphia, Pa.

1962-1965 College of William and Mary, Williamsburg, Va.

1965-67 Economic Adviser, Ministry of Finance and Oil,  
Kuwait

MALISSA M. ANDERSON, *Instructor in Chemistry*

B.S., Emory and Henry College, Ph.D., University of Tennessee.

*Teaching and Related Experience*

Graduate Assistant in Chemistry at the University of Tenn., Knoxville, Tenn. 1967 Carson-Newman College, Jefferson City, Tenn., one semester.

CHARLES R. CARROW, *Instructor in Biology*

B.S., Western Carolina College; M.S., Clemson University; Ph.D. candidate, Virginia Polytechnic Institute.

*Teaching and Related Experience*

1964-1965 Clemson University, Clemson, S. C.

DAVID V. CHEEK, *Instructor in History*

B.A., University of North Carolina-Chapel Hill; M.A. candidate, University of North Carolina-Chapel Hill.

*Teaching and Related Experience*

1965-1966 Volunteer in Service to America (VISTA). 1967 Graduate Assistant in History at the University of North Carolina-Greensboro.

DONALD A. CHRISTENSON, *Assistant Professor of Sociology*

B.S., Central Michigan University; M.A., Central Michigan University.

*Teaching and Related Experience*

1961-1962 Hibbing High School, Hibbing, Minnesota. 1966 Various Meridian Public Schools, Sanford, Michigan. 1967 Central Michigan University, Mt. Pleasant, Michigan - Teaching Assistantship.

*Publications*

"The Culture of Poverty Revisited" *Bulletin of the Michigan Academy of Science, Arts and Letters*; with L. Lieberman.

THOMAS G. CLARKE, *Assistant Professor of Geology*

B.S., U. S. Merchant Marine Academy; B.S., University of North Carolina-Chapel Hill; M.S., University of North Carolina-Chapel Hill; further graduate study, University of North Carolina-Chapel Hill.

*Teaching and Related Experience*

1955-1957 University of North Carolina, Chapel Hill, North

Carolina. 1957-1967 Pan American Petroleum Corporation, Houston, Texas - Professional Geologist in Industry, Oil Exploration.

*Publications*

Houston Geological Society Field Book, Pinehorst Field, Houston, Texas, 1962. "Geology of Chapel Hill, N. C.," *Quadrangle*, Department of Conservation & Development Special Publication No. 1, Raleigh, N. C., 1966. "Study of Wildcat Success and Dry Hole Ratios," *AAPG Bulletin*, 1966. "Study of Wildcat Success and Dry Hole Ratios," *AAPG Bulletin*, 1967.

WILLIAM A. GRUBBS, *Instructor in Business Management*  
A.B., East Carolina College; M.B.A., University of North Carolina-Chapel Hill.

*Teaching and Related Experience*

1965-1967 General Electric Company - Financial Management Trainee.

EMILY E. HUNTLEY, *Instructor in Art History*

B.F.A., Rhode Island School of Design; M.F.A., University of North Carolina-Greensboro.

*Teaching and Related Experience*

1947-1948 R. I. School of Design Junior School, Providence, Rhode Island - Figure Drawing, Water Color. 1955-1959 Adult Education Warwish R. I. City Schools evening classes. 1959-1961 City of Salisbury Recreation Department, Salisbury, North Carolina. 1966-1967 Graduate Assistant and Teaching Fellowship, University of North Carolina-Greensboro. Private lessons and summer camps for the retarded.

*Publications*

Newspaper articles and reviews of art shows for *Salisbury Post*, 1961-1962. Book reviews for *Greensboro Daily News*, 1965-1966.

LEE B. KENNETT, *Associate Professor of History*

B.A., University of North Carolina-Chapel Hill; M.A., University of Mississippi; Ph.D., University of Virginia; Study at the University of Paris, France (Fulbright Fellow).

*Teaching and Related Experience*

1955-1956 University of Mississippi, University, Mississippi. 1958-1960 Converse College, Spartanburg, S. C. 1961-1962

Southern Illinois University, Carbondale, Illinois. 1962-1966  
University of Georgia, Athens, Georgia. 1966-1967 University of Toulouse, Toulouse, France.

*Publications*

*The French Armies in the Seven Years' War* - Duke. "The Archives de la Guerre," *French Historical*. "French Military Intelligence," *Military Affairs*. "The Stone Wall," *U.S. Naval Institute Proceedings*. "A French Report of Saint Augustine," *Florida Historical Quarterly*.

JAMES MICHOS, *Instructor in Political Science*

B.A., Guilford College; M.A. candidate, University of North Carolina-Greensboro.

*Teaching and Related Experience*

Graduate Assistantship in Political Science at the University of North Carolina-Greensboro.

TROY E. NUNIS, JR., *Associate Professor of Psychology*

B.S., Memphis State University; M.A., University of Mississippi; Ph.D., Indiana University.

*Teaching and Related Experience*

1958-1959 Montana State College, Bozeman, Montana. 1959-1961 Johns Hopkins Hospital, Baltimore, Maryland - Research. 1961-1962 University of Maryland, College Park, Maryland. 1962-1965 Utica College of Syracuse University, Utica, New York. 1966-1967 Eastern Illinois University, Charleston, Illinois.

*Publications*

"Response Strength as a Function of Rate of Sub-Goal Reinforcement," *Journal of Comparative Physiological Psychology*. "Traumatic Avoidance Learning and Incidental Reinforcement," *Psychological Affairs*.

R. M. SABRE, *Instructor in Philosophy*

B.A., Hobart College; Ph.D. candidate, Duke University.

RAYMOND A. SMITH, *Lecturer in Religion*

A.B., Duke University; B.D., University of Chicago; Ph.D., University of Chicago.

*Teaching and Related Experience*

1930-1936 Occasional part-time at Salem College. 1936-1967 Greensboro College, Greensboro, North Carolina.

MARY C. WIMSATT, *Instructor in English*

A.B., Stetson University; M.A., Duke University; Ph.D., Duke University.

*Teaching and Related Experience*

Spring 1961 Duke University, Durham, North Carolina.

1965-1966 Texas Christian University, Fort Worth, Texas.

*Publication*

"Simms and Irving," *Mississippi Quarterly*, XX (Winter 1966-67), 25-37.

An additional provision of the Title III grant is to enable the college to secure several outstanding consultants during the coming year to assist with our study of administrative organization and practices and curricular planning. These consultants include: Dr. J. M. Bevan, Academic Vice President, University of the Pacific; Dr. Winslow Hatch, Research Specialist, Division of Higher Education, U. S. Office of Education; Dr. Morris Keeton, Academic Vice President, Antioch College; Dr. William Kolb, Dean of the College, Beloit College; Dr. Lewis Mayhew, Professor of Higher Education, Stanford University. Each of these experts will spend several days with us and work closely with administrative officers and faculty members as we evaluate our existing programs and practices, and plan for the future.

Also it is planned to provide released time for William Burris, Chairman of our Political Science Department, and Frederick Crownfield, Chairman of our Religion Department, to work closely with Jerry Godard in a study of Guilford's curriculum. Both Burris and Crownfield will be released one-half time for this important research and planning.

Adequate faculty office space continues to be a problem at Guilford College, although eleven new faculty offices will be added with the completion of the facilities in Duke Memorial Hall. At present many faculty share offices with others, although this arrangement is not conducive to efficient faculty study or to the frequent need of faculty members to counsel with students on an individual basis. Individualized office space tends to help keep the faculty on campus during the day and makes them much more accessible to students. It is also a significant factor in the recruitment of new faculty personnel. Even with the present

addition of faculty offices, Guilford still requires approximately 25 more to adequately serve faculty needs.

As earlier indicated, work is underway this summer to improve existing faculty offices in Archdale Hall by improving the heating facilities, adding air conditioning, the installation of new office doors and further work on the office walls and ceilings. A new roof has already been added.

The addition of telephones in the various departments and increased secretarial assistance for faculty were improvements which had long been needed. Additional telephones and secretarial assistance are still required, however, to enable the college to make maximal use of faculty time.

## VI. LIBRARY

Guilford College has significantly improved the services and holdings of its consolidated library during the past year. Library expenditures have been increased approximately 20 percent from the previous year, and Herbert Poole, newly appointed Director of Libraries, and the library staff are to be commended for their efforts in processing a large volume of purchases.

As a result of consolidation of the Downtown and Main Campus libraries, Guilford moved into a program of centralized technical processing of all materials. In September, 1966, the Downtown Campus Library ceased its duplicate operations of acquisition and cataloging of its own materials.

The addition of a Director to the staff allowed the creation of a much needed full-time position of reference librarian in the Campus Library. Much of the work of this officer has been concentrated toward expanding and updating the reference collection, toward guiding students to a more intelligent use of subject indexes and the card catalog, and in adding to the pamphlet and clipping files.

In August, 1966, the circulation file for the Libraries was changed from a double record charging system to the use of marginal punched cards. This change was effected in the interest of economizing on the time required by the Technical Processing and Circulation staffs in the costly preparation of cards and

book pockets and in the maintenance of an antiquated and impractical charge file.

The Libraries received two grants during the fiscal year. In June, 1966, the United States Office of Education granted the Libraries \$5,000 under Title II of the Higher Education Act of 1965. Funds from this grant were shared by both libraries. The major portion of the grant was used to strengthen holdings in philosophy, general reference and bibliography, and non-Western studies. In January, 1967, the Campus Library received a grant in the amount of \$400 from the Association of College and Research Libraries. This grant was used for additions to the *National Union Catalog*.

This was a crucial year in the redevelopment of Guilford College's teacher education program. When the accreditation committee of the North Carolina Department of Public Instruction visited the Campus during the Fall Term of 1965, it found the development of a Curriculum Materials Center in the Campus Library underway, but far short of a desirable level of development. Beginning in the summer of 1966, priority was given to the development of this Center as a vital adjunct of the teacher education program. By the time of the accreditation committee's visit during the past Spring, the Center was developed, budgeted, and made fully operational with plans for continued expansion.

Beginning in the summer of 1966, a concerted effort was made to vacate the cellar areas of the Campus Library so as to create additional space for future needs. For several years these areas had served as collection points for bric-a-brac, discarded books, newspapers, and assorted odds and ends of library furniture. At the suggestion of the Faculty Library Committee, one of these areas was totally cleared and redecorated as a student lounge facility, complete with food and drink machines. Because of its proximity to the rest of the Library, and because of its intended purpose of refreshment and relaxation, this facility has been in constant use since the day it opened in December.

Two additional service facilities were opened to patrons of the Main Campus Library during the Fall Term, 1966. A typing center providing two machines was opened, and a phonograph listening facility was installed.

In September, 1966, a coin-operated Xerox 914 Copier was

placed in the Campus Library on a trial basis. Students, faculty, and most offices of the College Administration have availed themselves of the services of this machine. Profits from operation of the machine total approximately \$700 after nine months of operation. It is intended that such profits will be used toward the purchase of additional library materials and for the Quaker Collection.

The Quaker Room with its adjoining vault houses one of the finest special collections in the country of reference material regarding Quaker history, the history of Friends in North Carolina, and the history of Guilford College. The Quaker Research Room, now being finished with bookcases to match those in the Quaker Room, will house other distinctive collections as the Guilford College Campus Library gradually increases its holdings of books of significant literary or historical significance.

TABLE II  
BOOKS, PERIODICALS, AND OTHER MATERIALS  
ADDED

JUNE 1, 1966 - MAY 31, 1967

<i>Campus Library</i>	Volumes Held June 1, 1966	Volumes Added June 1, 1966- May 31, 1967	Volumes Withdrawn	Total Holdings
Books .....	65,313	7,192	185	72,550
Bound Periodicals .....	*	230		*
Curriculum Guides .....	*	585		585
Filmstrip Manuals .....	*	98		98
Filmstrips .....	147	146		293
Framed Pictures .....	84	2		86
Microfilm Reels .....	1,093	121		1,214
Mounted Clippings .....	1,919	157		2,076
Pamphlets, Documents, College Catalogs .....	3,053	819	11	3,861
Phonograph Records .....	414	140		554
Textbooks (Curriculum Materials Center) .....	**550	445	275	720
Theses .....	3,113	214		3,327
Sub-Total .....	75,686	10,149		85,364
<i>Downtown Campus Library</i>				
Books .....	8,633	1,518		10,151
Bound Periodicals .....	113	47		160
Pamphlets .....	**2,816	*		2,816
Paperbacks .....	199	117		316
Sub-Total .....	11,761	1,682		13,443
Total .....	87,447	11,831		98,807

\*Separate figures not on record, figure included in book holdings.

\*\*Figure not included in 1965-1966 report.



## VII. DEVELOPMENT

Under the leadership of T. Alvin Wheeler, recently appointed Director of Development, much progress has been made in our effort to coordinate and extend the fund-raising and public relations activities of the college. The establishment of an effective Annual Giving Program was accomplished and promises increased revenue and alumni loyalty for years to come. During the five-month Annual Giving Campaign, 900 alumni, parents, faculty, and other friends of Guilford College contributed a record of over \$30,000, which represents a 120% achievement of the announced goal of \$25,000.

While the initiation of an Annual Giving Program was the first priority, efforts to establish a local foundation "library", and to identify in a systematic way capital gift prospects, were most promising. The following major grants were received by the college during the past year:

Esso Educational Foundation (Presidential Contingencies) . . . . .	\$ 2,500
Elbridge Stuart Foundation (Improvement of faculty salaries) (over 3 years) . . . . .	60,000
Duke Power Company (Memorial Hall) . . . . .	10,000
Mary Duke Biddle Foundation (Memorial Hall) . . . . .	5,000
Z. Smith Reynolds Foundation (Renovation - King Hall) . . . . .	25,000
Title III Higher Education Act of 1965 (Teaching Fellowships, Lecturerships, Study Leaves) . . . . .	102,500
Title II Higher Education Act of 1965 (Improving Library Resources) . . . . .	11,132
Higher Education Facilities Act, 1963 (Memorial Hall) . . . . .	113,062
Pilot Life Insurance Company (IBM 1620 Computer) approximate evaluation . . . . .	120,000
Dana Foundation (Challenge grants for endowed professorships) . . . . .	250,000

Progress was made in the development of a new gift record-

ing system, in the establishment of long-range development objectives, and in the reorganization of the college Alumni Office and the Alumni Association.

Gene Key, Guilford Alumni Secretary for ten years has accepted a position with Allen Displays, Incorporated. Gene has loyally served Guilford and will be greatly missed. William Benbow, Guilford graduate of 1967, has assumed the position of Director of Alumni Affairs and will serve in the capacity of Alumni Secretary.

A new post, that of College Editor, was created this year in response to the need of the college to have a full-time person in charge of college publicity and news releases, public relations, and student publications. An appointment to this office is anticipated in the near future.

In view of the sizable financial commitments which Guilford is making in reworking and adding to its present buildings, as well as of the anticipated needs of a larger gymnasium and student activities facilities, it seems imperative that the college plan to undertake a major financial campaign within the next two years. It is expected that steps will be taken in the near future to make detailed plans for such a campaign, and that a Development Council will be organized to carry out this important task. This is a period of exciting opportunities for Guilford, and we must assure that it is also a period of sustained growth both in the facilities with which we carry out the educational task as well as in the quality with which it is accomplished.

## VIII. YEARLY MEETING RELATIONS

An active program of student and staff visitation to local monthly meetings was coordinated by John Pipkin, Director of Yearly Meeting Relations. The director and groups of students conducted programs and worship services in more than 20 North Carolina meetings. Additionally, the director and Guilford students and staff were quite involved in various programs and planning groups of the North Carolina Yearly Meeting, including: The Program Committee, Planning and Promotion Council, Minister's Association, Christian Vocation Committee, Christian

Education Committee, Ministry and Counsel, and the North Carolina delegation to the Friends World Conference.

Several groups of Friends have been entertained on campus during the year, as have many local pastors and the Minister's Association of the North Carolina Yearly Meeting.

Many of the college activities in Yearly Meeting Relations during the past year have been focused on plans and preparations for the Fourth Friend's World Conference held from July 23 to August 3 at Guilford College. Guilford has looked forward to this opportunity of having many outstanding Quakers on our campus, and is honored to have been chosen to host this important event. J. Floyd Moore, Guilford professor of Religion, was granted a leave of absence from the college to serve as Executive Director for the Conference, and has done a fine job.

## IX. BUILDINGS AND GROUNDS

In addition to the renovation of New Garden Hall and Duke Memorial Hall and work on King Hall (as discussed elsewhere), Archdale Hall is being reconditioned to provide improved faculty offices. The main dining room of the college has been air conditioned, a new soccer field has been graded, increased parking facilities, and expanded traffic and security control programs, have been put into effect, building identification signs have been installed, and major additions to campus lighting, particularly along the front entrance to the campus, have been made. Units of a modern and sophisticated language laboratory, which will finally be housed in Duke Memorial Hall, have been installed and used temporarily in the College Hut.

The campus suffered two major storms this year. In December, a severe ice storm interrupted power and communication and damaged many of our most prized trees. In the early summer, the campus was ripped by high winds that left the college without power and left the grounds strewn with debris and fallen trees. Some ten major oaks were lost, several buildings were damaged, walks and lawns were severely broken and torn by trees which fell as a result of the violent wind. The evidence of this

season will be at Guilford for many years. The building and grounds staff is to be commended for the great effort they put forth on these occasions.

## X. ATHLETIC PROGRAM

An excellent athletic program was maintained during the 1966-67 year. The college offered intercollegiate competition in football, soccer, wrestling, basketball, baseball, track, tennis, and golf. Over 182 men engaged in the varsity athletic programs, and over seventy-five percent of the total male enrollment participated in intramural activities.

The football team compiled the second best collegiate record in the State and finished as runner-up to Lenoir-Rhyne for the Carolinas Conference Championship.

The soccer team enjoyed unusual success in its first year since 1963. The wrestling team initiated the sport on a limited schedule and made a fine start.

The basketball team won the regular season championship and the District #26 Championship. The team represented the district in Kansas City, defeating Boston State in the opener before losing to Central Washington in the quarter-finals. The record of 27-6 represented the best ever in the history of the school.

The baseball team finished as a runner-up in both the regular season and tournament play. The team compiled a 23-8 record which was one of the best in Guilford's long baseball history.

## XI. DOWNTOWN CAMPUS

Enrollment at the Downtown Campus during the 1966-67 academic year decreased from that of the preceding year. The total number of students enrolled for the Fall semester of 1965, the Spring semester of 1966, and the summer school of 1966 was 1,775. The total for the past year was 1,506. It is believed that there are three major reasons for the decline in enrollment: 1) rising tuition charges at Guilford College; 2) increasing enrollments of male students at the University of North Carolina at

Greensboro; 3) higher admission standards at the Downtown Campus which are now identical to those at the Main Campus.

Considerable attention has been given to the role, purposes and program of the Downtown Campus and how they inter-relate with the Main Campus. A special Downtown Campus Planning and Coordinating Committee was established, with Dr. Paul Zopf serving as Chairman. This committee met weekly and as a result of its deliberations, several new programs were developed with the intent to serve the Greensboro region more effectively than has been done in the past, and to attract classes of students for which there have been no programs available. While it is recognized that the Downtown Campus will (and should) appeal to a different student population from that at the Main Campus, and that it should offer different curricular experiences, all college credit offerings at the Downtown Campus are conducted within the broad liberal arts pattern of the Main Campus. The following programs have all been approved by the Guilford College faculty and the Board of Trustees, and will go into effect at the beginning of the regular school year in September:

1) *Business Management.* A department of Business Management has been established at the Downtown Campus, with Dr. Fred R. Courtney as Chairman. The department will offer courses leading to the B.S. degree in Business Management, with students choosing an emphasis in one of three areas: Accounting, Managerial Economics, and Management. It is expected that many students of normal college age will be interested in majoring in the department of Business Management. However, greater interest is expected from working adults who are approaching executive capacity but who have not completed their college work. Therefore, courses will be offered on both day and evening basis.

2) *Business and Secretarial Education.* Two programs have been established in this area: The first is a two year college credit program leading to the Associate of Arts degree in Business Education. While its emphasis will be on the production of potential executive secretaries, the course of study includes a number of core curriculum subjects which should add depth and meaning to the program. Many of the courses required for the AA degree will carry credit toward a four year degree for stu-

dents who want to continue their education. The second Business Education program is a carefully revised, non-credit, one-year program leading to a certificate in Secretarial Science.

3) *Special Student Program.* This has been established at the Downtown Campus in order to provide an opportunity for mature adults to demonstrate an ability to do college level work. Consideration is given to the fact that many individuals who have been out of secondary school for a number of years cannot be properly evaluated on the basis of their old high school records or test scores. Therefore, normal admissions requirements are waived.

In order to enter the Special Student Program an individual must be 25 years of age or older and a high school graduate. Guilford will administer the scholastic and college ability test and will review high school records for experimental purposes to determine if predictive criteria for this type of students can be established.

The special student will take regular college work, but will not be enrolled as a degree seeking candidate until he has successfully completed fifteen hours with a 1.00 average or better. If fifteen hours are thus successfully completed, those hours will count toward a degree, and the student will be admitted to the regular college credit program. Any student who is unable to demonstrate the ability to do college level work after taking thirty hours will not be permitted to continue even in the special student classification.

4) *A Second Chance Program.* Admission to this special program will be open to Greensboro area residents who have evidenced strong academic potential and previous scholastic achievement, but who have failed in one previous collegiate experience. To be eligible for this program, an applicant must have SAT scores of 500 or better on each of the verbal and mathematics tests, a high school rank in class in the upper one third, three favorable letters of recommendation, and a favorable interview with an officer of the college. In addition, one full academic year waiting period between the student's academic dismissal from a previous college or university and his intended enrollment at Guilford College is required. Once admitted to the Second

Chance Program the student will be placed on a strict semester-by-semester academic probation which requires regular interviews with an academic advisor, the completion of at least twelve semester hours of college credit courses each semester, and the maintenance of a 1.2 quality point average each semester. In addition, it is understood that students admitted to the Second Chance Program will reside with their parents or guardians or in college approved housing. Those students who fail to meet the requirements of the Second Chance Program will not be eligible for re-admission to Guilford College.

During this past year, Dr. Frederick Courtney offered the first of a carefully planned series of non-credit advanced Business Administration courses. Students have come from major business and industrial organizations in the Piedmont area and have expressed considerable enthusiasm for the continuation of these advanced courses. There has been considerable hope expressed in the business and industrial community that Guilford College might arrange to offer graduate credit work in Business Management. While the college does not plan to offer graduate credit in the Business Management field, we are exploring the possibility of establishing an affiliation with one of several neighboring institutions that offer graduate work in business.

Dr. Paul E. Zopf, Jr., Chairman of the Guilford College Sociology Department, will become Associate Academic Dean with duties at the Downtown Campus beginning in September 1967. Dr. Zopf has served most effectively as Chairman of the Downtown Campus Planning and Coordinating Committee and his part-time service at the Downtown Campus should considerably strengthen the academic program there.

## XII. FINANCES

Total current revenues for 1966-67 were \$2,239,955.27, representing an increase of 13.6 percent over the previous year. Educational and general expenses were up 18.5 percent. Increases in expenditure for instruction were 20.6 percent for library expenses, 20 percent; and for general administrative expenses, including student services, 41.6 percent.

The value of the physical plant is \$5,702,146.92, an increase

during the year of 5.09 percent. The book value of the endowment funds is \$3,144,026.84, an increase of \$355,440.85, or 12.7 percent. The market value of the endowment funds is approximately \$4,092,659.00. Endowment investments returned 4.5 percent net, on the book value.

Completion of work on New Garden Hall permitted the moving of administrative functions during the year, and the major financial operations of the college were consolidated in new quarters housed there. In line with the recommendations of management counsel and of the Southern Association of Colleges and Schools, business functions of the Main Campus and the Downtown Campus were further consolidated; the major accounting and fiscal operations are now unified in the business office of the college on the Main Campus. Business office representatives at the Downtown Campus continue to handle accounts receivable from students there, maintenance and operations of buildings there, and will do expanded work in federal-related programs.

Student financial aid is administered by a committee of the faculty and administration. At their Spring meeting the committee awarded scholarships and other grants-in-aid to 249 persons in the amount of \$120,152.00. The amount and variety of student financial aid from federal agencies has increased materially during the year. 127 loans from the National Defense Loan Funds were made in the amount of \$54,075.00; Federal Educational Opportunity Grants were made in the amount of \$6,137.00; and five students were employed under the Work Study Program for \$1,023.00. Guilford College has also received and administered funds for National Teaching Fellowships, for the purchase of scientific equipment under a National Science Foundation grant, and a library grant from the Department of Health, Education and Welfare.

The financial transactions of the college have been audited by the firm of Davenport, Marvin and Caudle, Certified Public Accountants, Greensboro, North Carolina and certified by them to Trustees of Guilford College. J. & W. Seligman and Company of New York, New York, continue as investment counsel.



## AUDITOR'S CERTIFICATE

We have examined the Balance Sheet of Guilford College as of May 31, 1967, and the related statements of Revenues and Expenditures and Analyses of Fund Balances for the fiscal year then ended. Our examination was made in accordance with generally accepted auditing standards, excluding examination of public records pertaining to the titles of the plant assets, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, subject to the qualification regarding plant assets, the accompanying Balance Sheet presents fairly the financial position of Guilford College at May 31, 1967, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

DAVENPORT, MARVIN & CAUDLE  
Certified Public Accountants

# BALANCE SHEET

May 31, 1967

## ASSETS

### CURRENT FUNDS

Cash on Hand and in Banks .....	\$832,618.19	
Accounts Receivable .....	45,695.43	
Notes Receivable .....	4,335.23	
Investments .....	170,563.20	
Inventories .....	17,585.80	
Cash Value — Life Insurance .....	25,659.66	
Construction In Progress .....	53,790.15	
		\$ 1,150,247.66
Add: Due from Other Funds .....		328,494.44
		<u>\$ 1,478,742.10</u>

### LOAN FUNDS

Notes Receivable .....	\$ 27,075.29	
Add: Due from Current Funds .....	50,872.02	
		<u>\$ 77,947.31</u>

### ENDOWMENT FUNDS

Cash in Banks .....	25,118.66	
Cash on Deposit with Stock Broker .....	19,723.63	
Notes Receivable .....	161,835.82	
Funds Held by Others .....	32,562.86	
Stocks and Bonds .....	2,692,275.00	
Real Estate .....	220,380.42	
		\$ 3,151,896.39
Less: Due Current Funds .....		7,869.55
		<u>\$ 3,144,026.84</u>

### PLANT FUNDS

Land .....	509,381.62	
Buildings .....	5,434,319.44	
Equipment .....	521,932.94	
		\$ 6,465,634.00
Less: Due to Current Funds .....		371,496.91
		<u>\$ 6,094,137.09</u>
TOTAL ASSETS .....		<u>\$10,794,853.34</u>

## LIABILITIES

### CURRENT FUNDS

Accounts Payable .....\$ 132,442.44

Funds Held for Governmental

Programs ..... 82,623.24

TOTAL LIABILITIES .....\$ 215,065.68

## RESERVES

### CURRENT FUNDS

Reserve for Water Contingency ..... 11,898.04

TOTAL RESERVES .....\$ 11,898.04

## FUND BALANCES

Current Funds — Restricted ..... 499,861.40

Current Funds — Unrestricted ..... 751,916.98

1,251,778.38

Loan Funds ..... 77,947.31

Endowment Funds ..... 3,144,026.84

Plant Funds ..... 6,094,137.09

TOTAL FUND BALANCES .....\$10,567,889.62

### TOTAL LIABILITIES, RESERVES

AND FUND BALANCES .....\$10,794,853.34

## LOAN FUNDS

May 31, 1967

### FUND BALANCES

College Loan Fund .....	\$9,086.90
Masonic Loan Fund .....	627.45
Sara J. Swift Loan Fund .....	455.92
Philadelphia Loan Fund .....	3,486.53
Miles White Loan Fund .....	6,876.02
Elwood C. Perisho Memorial Fund .....	3,100.14
Y.W.C.A. Building Fund .....	526.28
Mebane Loan Fund .....	223.54
Advisory Board Loan Fund .....	271.53
Knight Memorial Loan Fund .....	1,737.57
Girls Aid Loan Fund .....	1,313.62
Margaret Watson Parker Loan Fund .....	83.02
James and Mollie Stanton Lowe Loan Fund .....	2,146.62
Vernon L. and Florence K. Brown Loan Fund .....	305.00
Rufus Jones Loan Fund .....	276.25
Addie Wilson Field Loan Fund .....	684.71
Westphal Loan Fund .....	2,658.82
Ora Cox Wilson Loan Fund .....	<u>1,000.00</u>
	34,859.92
Not Allocated .....	<u>\$43,087.39</u>
TOTAL FUND BALANCES .....	<u><u>\$77,947.31</u></u>

# FINANCIAL POSITION

May 31, 1967, 1966, 1965, 1964, 1963

	May 31, 1967	May 31, 1966	May 31, 1965
Current Funds—			
Restricted _____	\$ 499,861.40	\$ 355,228.59	\$ 345,036.98
Current Funds—			
Unrestricted _____	751,916.98	891,531.19	877,406.67
	<u>1,251,778.38</u>	<u>1,246,759.78</u>	<u>1,222,443.65</u>
Loan Funds _____	77,947.31	74,941.57	63,817.90
Endowment Funds _____	3,144,026.84	2,788,585.99	2,710,630.29
Plant Funds _____	6,094,137.09	5,426,054.40	5,025,193.86
TOTALS _____	<u>\$10,567,889.62</u>	<u>\$9,536,341.74</u>	<u>\$9,022,085.70</u>

	May 31, 1964	May 31, 1963
Current Funds — Restricted _____	\$ 290,695.10	\$ 306,074.44
Current Funds — Unrestricted _____	660,334.57	440,746.36
	<u>951,029.67</u>	<u>746,820.80</u>
Loan Funds _____	54,791.79	43,985.19
Endowment Funds _____	2,610,710.15	2,537,141.91
Plant Funds _____	4,778,327.09	4,161,405.39
TOTALS _____	<u>\$8,394,858.70</u>	<u>\$7,489,353.29</u>

# ENDOWMENT FUND BALANCES AND INCOME

	Fund Balances	Income
General Funds .....	\$ 275,553.05	\$ 10,942.01
Mary Reynolds Babcock Foundation Fund .....	100,000.00	4,500.00
Sarah E. Benbow Memorial Fund .....	1,000.00	45.00
Raymond Binford Memorial Professorship Fund .....	8,353.00**	375.88
Ida Bell Fund .....	1,929.10	86.80
Augustine W. and Genevieve Mendenhall Blair Fund .....	1,000.00	45.00
Emma G. Booe Fund .....	700.00*	31.50
Addison and Mary Boren Memorial Fund .....	2,100.00	94.50
William T. Boyce Fund .....	3,294.00 R.I.	148.23
Blount Memorial Fund .....	3,500.00	157.50
Edwin P. Brown Scholarship Fund .....	2,500.00*	112.50
Ada, Emma, Martha and Elva Blair Memorial Fund .....	1,000.00	45.00
Carolina By-Products Company, Inc. Fund .....	1,250.00*	56.25
Barry Chapman Memorial Fund .....	450.00	20.25
Class of 1937 Scholarship Fund .....	103.65	4.66
Class of 1946 Fund .....	68.95	31.03
Cecil J. Cloud Fund .....	400.00*	18.00
Ruth N. Coble Fund .....	1,000.00 R.I.	45.00
Annie Lois Henley Coltrane Fund .....	1,000.00	45.00
Annie M. Couch Memorial Fund .....	1,000.00	45.00
Josiah E. Cowles Memorial Fund .....	7,062.64	317.80
Elwood Cox Scholarship Fund .....	1,000.00*	45.00
Jonathan and Elizabeth Cox Fund .....	15,000.00	675.00
Joseph J. and Mary D. Cox Memorial Fund .....	4,500.00	202.50
J. S. and M. D. Cox Fund .....	5,000.00	225.00
Jeremiah S. Cox Fund (Cox Hall) .....	5,000.00	225.00
E. Franklin Craven and Minnie Phipps Craven Fund .....	129,359.13	5,821.20
Charles A. Dana Professorship Fund I .....	255,068.05	.00
Charles A. Dana Professorship Fund II .....	2,350.00	105.75
Mary E. M. Davis Memorial Scholarship Fund .....	1,756.86*	79.06
J. Franklin Davis Fund .....	1,000.00*	45.00
Eula Dixon Fund .....	1,017.69*	45.80
J. Gurney Dixon and Thomas C. Dixon Scholarship Fund .....	1,000.00*	45.00
Nereus C. English Scholarship Fund .....	15,672.97*	705.28
Nereus C. English and T. R. English Fund .....	27,000.00	1,215.00
Virginia Bouldin English Memorial Fund .....	1,000.00	45.00

	Fund Balances	Income
Newton F. and Laura Farlow Fund _____	9,079.00*	408.55
Addie Wilson Field Loan Fund _____	5,000.00*	225.00
A. Brown Finch Scholarship Fund _____	11,894.65**	535.26
Jessica T. Fogle Scholarship Fund _____	10,000.00*	450.00
Ford Foundation _____	126,500.00	5,692.50
Cyrus Pickett and Lucetta Churchill Frazier Memorial Fund _____	59,401.69	2,673.08
Cyrus Pickett and Lucetta Churchill Frazier Fund #2 _____	5,483.50 R.I.	246.75
Franklin G. Frazier Scholarship Fund _____	11,413.62*	513.61
Issac Gravenor and Jane Cummins Frazier Fund _____	2,500.00	112.50
Melvina Armfield Frazier Scholarship Fund _____	1,000.00*	45.00
Adalia Taylor Futrell Scholarship Fund _____	3,000.00*	135.00
Girls Aid Fund _____	1,752.91*	78.88
Girls Home Fund _____	6,040.83	271.84
Harriett Green Fund _____	12,389.48	557.53
Greensboro Advisory Board Scholarship Fund _____	7,650.00*	344.25
Greensboro Fund _____	22,788.08	1,025.46
John B. Griffin Scholarship Fund _____	1,625.00*	73.12
John B. Griffin Memorial Fund _____	500.00	22.50
J. Robert and Retta English Hardin Scholarship Fund _____	1,000.00*	45.00
Samuel L. and Evelyn M. Haworth Fund _____	751.25	33.80
L. A. Henley Fund _____	2,070.15	93.15
Ida Lowe Hicks Fund _____	3,000.00	135.00
Fowell B. Hill Fund _____	1,000.00	45.00
Nathan Branson Hill Fund _____	10,000.00	450.00
S. Addison and Laura Petty Hodgkin Fund _____	68,744.42	3,093.48
A. P. Holliday Fund _____	6,761.02	304.25
Richard L. and Hettie Overman Hollowell Memorial Fund _____	25,000.00	1,125.00
Alsa C. and Emily S. Howard Scholarship Fund _____	37,774.20	1,699.84
Herbert and Virginia H. Howard Fund _____	1,000.00 R.I.	45.00
Nathan Hunt Memorial Fund _____	1,500.00	67.50
David H. Jackson Fund _____	1,500.00	67.50
E. Daryl Kent Fund _____	1,000.00 R.I.	45.00
Thomas E. and Sally B. Kidd Fund _____	3,025.00 R.I.	136.12
Francis T. King Fund _____	5,000.00	225.00
Roxie Armfield King Fund _____	155,561.04*	7,000.25
Rufus King Peace Fund _____	47.45*	2.14
N. Era Lasley Scholarship Fund _____	2,009.84*	90.44
Library Fund _____	100,000.00	4,500.00
Ella Lindley Memorial Fund _____	5,000.00*	225.00

	Fund Balances	Income
John C. Lindsay Memorial Fund _____	2,684.00**	120.78
William (Bill) G. Lindsey Scholarship Fund _____	3,005.61*	135.25
Grady E. Love Scholarship Fund _____	891.00*	40.10
Ezra Murray Meader Fund _____	500.00**	22.50
Elihu and Abigail N. Mendenhall Memorial Fund _____	12,350.00	555.75
N. Pauline Mendenhall Fund _____	1,000.00	45.00
Nereus and Oriana Mendenhall Mathematics Scholarship Fund _____	4,182.82*	188.23
Richard Percy Mendenhall and Pearl Mendenhall Walker Memorial Fund _____	77,423.48	3,484.00
Merrill Lynch, Pierce, Fenner and Smith Fund _____	2,100.00	94.50
Carolyn Borden Miller Fund _____	1,908.80 R.I.	85.90
Clyde A. and Ernestine C. Milner Fund _____	2,375.00*	106.88
Clyde A. and Ernestine C. Milner Fund (By Trustees) _____	13,500.00 R.I.	607.50
Clyde A. and Ernestine C. Milner Fund _____	11,775.00 R.I.	529.88
Ida E. Millis Fund _____	1,500.00	67.50
James Arnold Mitchell Memorial Scholarship Fund _____	14,000.00*	630.00
Colonel Robert Mitchell Fund _____	10,850.00 R.I.	488.25
The Ezra A. Moore Memorial Fund _____	1,000.00	45.00
New Garden Boarding School Fund _____	1,000.00	45.00
Algie I. Newlin Fund _____	3,365.00*	151.42
H. R. and Elizabeth Newlin Fund _____	1,000.00	45.00
Oliver Woodson Nixon Fund _____	25,000.00	1,125.00
Leora Sherrill O'Callaghan Fund _____	2,199.10*	98.96
Susanna Osborne Fund _____	1,000.00*	45.00
William F. Overman Fund _____	1,000.00*	45.00
William H. and Margaret Davis Overman Memorial Fund _____	8,911.07*	401.00
J. Wilmer Pancoast Fund _____	8,276.56*	372.44
Ellwood W. and Elizabeth S. Parker Fund _____	2,500.00*	112.50
D. Ralph Parker Memorial Room Furnishings and Equipment Fund _____	1,000.00**	45.00
David and Cora Worth Parsons Fund _____	5,500.00 R.I.	247.50
Harriett Peck Fund _____	1,000.00	45.00
Ann E. W. Peele Fund _____	500.00	22.50
Perpetual Savings and Loan Association Fund _____	1,000.00	45.00
Philadelphia Scholarship Fund _____	15,517.82*	698.30
Physical Education Fund _____	350.00**	15.75
Dr. Russell Pope and Ethel A. Pope Fund _____	1,000.00	45.00
Amos and Martha Ragan Family Memorial Fund _____	75,000.00*	3,375.00



	Fund Balances	Income
Serena L. Rees Fund for David Troll Rees Scholarship _____	4,764.03*	214.38
David Troll Rees Fund _____	19,408.03*	873.36
John W. Register Fund _____	1,000.00	45.00
James Reynolds Fund _____	400.00	18.00
Charles C. Richardson Fund _____	1,000.00	45.00
Ricks Memorial Library Fund _____	10,247.24	461.12
Riverside Mfg. Company Scholarship Fund _____	12,500.00*	562.50
Josephine Leonard Robbins Memorial Fund _____	1,325.00	59.62
William Lee and Ruth C. Rudd Fund____	3,050.00	137.25
Marion B. and M. Elisabeth Rustedt Fund _____	1,000.00	45.00
Harold and Mildred Leak Schiffman Fund _____	31,500.00 R.I.	1,417.50
Issac Sharpless Memorial Fund _____	50.00	2.25
G. F. Seymour Fund _____	500.00	22.50
Margaret Cleo Seymour Fund _____	500.00	22.50
B. Clyde Shore Fund _____	3,076.85*	138.46
Elvira Lowe Smith Fund _____	5,775.00*	259.88
Elisha Thomas and Louisa Bradshaw Snipes Fund _____	8,321.75*	374.48
Ethel Speas Scholarship Fund _____	91,754.44*	4,128.95
Donald M. Stafford Fund _____	1,114.30	50.14
Dr. James Horace Stimson Memorial Fund _____	1,827.03	82.22
Amos Stuart Fund _____	25,000.00*	1,125.00
Elbridge A. Stuart Fund _____	69,000.00	3,105.00
Margaret White Symmes Fund _____	1,000.00	45.00
Mary E. Starbuck and Ora Lee Tapscott Memorial Fund _____	425.00	19.13
Allen and Anna Tomlinson Memorial Fund _____	250.00	11.25
Martha S. Tomlinson Memorial Fund____	600.00	27.00
Exum Unthank Memorial Fund _____	334.40	15.05
Fred L. Van Dolsen, Sr. Fund _____	5,640.25	253.80
Vick Scholarship Fund _____	5,000.00*	225.00
J. Curt and Gertrude Victorius Fund____	9,000.00 R.I.	405.00
J. M. Ward Fund _____	112,928.60**	5,081.78
Warren Byers Watkins Memorial Scholarship Fund _____	3,263.10*	146.84
John C. Whittaker Fund _____	500.00	22.50
Cora E. White Fund _____	500.00	22.50
Frances White Fund _____	5,000.00	225.00
George W. White Memorial Fund _____	1,000.00	45.00
George W. and Mary E. White Contingent Fund _____	5,000.00	225.00
Henryanna Hackney White Scholarship Fund _____	1,000.00*	45.00

	Fund Balances	Income
Henryanna Hackney White Memorial Fund .....	10,000.00	450.00
Mary J. White Fund .....	150.00	6.75
Rufus and Lydia White Memorial Fund .....	1,000.00	45.00
Clara D. Willits Fund (Girls Aid) .....	31,095.39**	1,399.29
James B. Whittington Fund .....	2,200.00	99.00
R. L. and Alice B. Wolff Memorial Fund .....	4,150.00	186.75
William A. and Mabel Wolff Fund .....	132.50	5.96
John W. and Mary C. Woody Memorial Fund .....	500.00	22.50
Thomas Wesley Wooten Fund .....	50,000.00*	2,250.00
Laura D. and Lina E. Worth Fund .....	1,000.00**	45.00
V. Judson Wyckoff and Hilda M. Wyckoff Fund .....	20,000.00 R.I.	900.00
Vertress J. Wyckoff Life Income Fund II .....	17,000.00 R.I.	.00
Yearly Meeting Fund .....	30,362.86**	3,339.91
Total Funds Allocated .....	\$2,537,063.25	\$102,468.31
Fund Balance Not Allocated .....	606,963.59	27,088.36
<b>TOTALS .....</b>	<b><u>\$3,144,026.84</u></b>	<b><u>\$129,556.67</u></b>

\*Restricted for Scholarship .....\$ 27,563.56

\*\*Restricted for Grants or Other Educational Purposes ..... 10,981.15

Unrestricted ..... 85,709.33

Sub-Total ..... 124,254.04

R.I.—Reserved Life Income ..... 5,302.63

\$129,556.67





**The President's  
Annual Report to  
The Board of Trustees  
of Guilford College**

**June 1, 1967 to May 31, 1968**



**The President's  
Annual Report to  
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**GRIMSLEY T. HOBBS, President**

**Guilford College  
Greensboro, North Carolina**





## ANNUAL REPORT OF THE PRESIDENT 1968

In an article entitled "The Strange Death of Liberal Education" which appeared in the May, 1968, issue of *Fortune Magazine*, Irving Kristol makes the claim that liberal education, with rare exceptions among certain small colleges, no longer survives on the American campus. Although he recognizes that many of our large universities have so-called "general education" courses which combine smatterings from various of the academic disciplines, he feels that these fall far short of what has traditionally been meant by liberal education, namely the wide-ranging exploration of the great ideas of the past as the source of living possibilities today, both for students and professors alike. The chief reason for the near death of liberal education, Mr. Kristol continues, is that the undergraduate curriculum has become more and more a collection of specialized courses, erroneously thought to give the best preparation for the graduate schools. In short, undergraduate education is increasingly considered essentially as a "feeder" for graduate instruction.

This situation has had several consequences. The chief of these is that while this pattern is good at *training* scholars and specialists, it is bad at *educating* young men and women. All too often it fails to satisfy the student's longing to understand and to become involved with the most serious problems which they and our society face today, and it fails to provide adequate guidance as to how to lead good and useful lives in these turbulent times. This, Mr. Kristol points out, has become the chief root of the rebelliousness among students today—the great disproportion between what they study and the lives they wish to lead. It is not so much the bureaucracy (which is perhaps inevitable in large institutions) as the *void* which increasingly lies at the heart of the educational system today.

The remedy for this situation, as a number of concerned educators see it, is to restore liberal scholarship to its former role of importance in undergraduate education. First of all, this involves recognizing that an education along these lines is very different from the emphasis upon the techniques and goals of research which has increasingly become the pattern at colleges and universities which narrowly point the student towards the graduate schools.

Thomas K. Simpson, of St. John's College, Annapolis, states the fundamental ends of liberal education concisely and well. The purpose of liberal scholarship, he writes, "is understanding rather than information; its methods are wide reading of literature which is classical as well as contemporary, together with open and

critical speculation; its product is ideas, sometimes new ones and sometimes old, but always living thoughts in the mind of someone who has learned, as all human beings have to learn, through humble and arduous study. This liberal scholarship does not come packaged with the familiar academic labels . . . As a result, it has no home in our universities, or among our academic societies."

Long before the appearance of Mr. Kristol's article, various faculty committees at Guilford College were attempting to translate its essential spirit into academic fact at Guilford. Members of the faculty and administration have made a serious effort during this year and a part of last to rethink the elements of the "Core Curriculum" so as to bring it abreast of the needs, problems and opportunities faced by individuals and our society now and in the decade ahead. Being acutely aware of the general student feeling of disproportion between what they study and the lives which they wish to lead, Guilford has created a new curriculum with a stress on relevance, emphasizing a contemporary "problems" approach to the educational experience. The aim throughout is to elicit student interest and involvement in the major issues which confront individuals and nations today, thus touching inevitably upon the meaning of the good life and the good society. The details of this new curricular emphasis is described in greater detail in a subsequent part of this report.

Central in the task of establishing a new curriculum is the matter of clearly recognizing what it is that the college is trying to accomplish in its educational work. The centrality of this may not readily be apparent, since all educational institutions bear a certain resemblance, and it is easy simply to "follow along" and offer those courses and those emphases followed by certain of the better colleges. It is, therefore, possible to operate (sometimes even effectively) without this clear definition, the goals being largely implicit. The difficulty with this position, however, is that while it enables the college to follow along in an acceptable pattern, it supplies no principle by which improvement may be made so that the educational program may become more effective and better related both to changed and changing individual and social needs. Without such a principle, such adjustments as are made will be of a patchwork, *ad hoc* variety.

### **Defining Goals**

As our faculty committees reflected upon the educational program at Guilford, we recognized that the primary value of a liberal education is that it be a genuinely humanizing activity; this suggests that the educational program should be directed chiefly toward the student as a *person* rather than as a unit of production or as an agent of some limited goal. The college, in short, should seek to help the student to become a more complete and effective *man*,

rather than a more effective technician of whatever sort. This, in turn, implies that our educational stress should be placed chiefly upon the qualities of mind and character of the student rather than simply upon the number of courses which he may have successfully completed. Both of these elements are important, of course, and hopefully have a direct relation to each other, but all educators are only too aware of cases where completion of all the required courses has made little impact upon the outlook and fundamental way of thinking of the student.

The humanizing goal of education was movingly stated by Nathan Pusey, President of Harvard University, several years ago. "Our job," Pusey wrote, "is to educate free, independent, and vigorous minds capable of analyzing events, of exercising judgment, of distinguishing facts from propaganda and truth from half-truth and lies, and—in the most creative of them at least, of apprehending further reaches of truth. It is also our responsibility to see that these minds are embedded in total persons who will stand with faith and courage, and always, too, in thoughtful concern for others."

With full acceptance of Pusey's "job definition", we would add that Guilford seeks also to turn out ethically motivated men and women who are equipped to make a difference in the world—persons who will occupy roles of leadership in their local communities, state and nation. Of central importance is that students gain the capacity for independent and sustained thought, critical understanding of problems, open mindedness, objective self-evaluation, and self-initiation in their studies. The problem of the college becomes to design courses and extra-curricular emphases which engender and reward these attitudes and abilities, while also supplying the necessary transmission of knowledge and an acquaintance with the basic elements of the students' cultural heritage.

The most important single concern of Guilford College is the intellectual and personal growth of its students—their initiation into the life of the mind, and their development of scholarly competence and integrity.

### **Teaching Emphasis**

Guilford recognizes that a college cannot be all things to all men; that it should select a few things and do them well. Our purposes as a college is to provide exceptional *undergraduate* teaching in the area of the liberal arts, and leave to others the many useful and necessary specializations which can successfully be offered at universities and in the graduate schools.

To succeed in this work Guilford must have an outstanding

faculty composed of men and women who are dedicated to teaching and able to communicate by precept and example a sense of high purpose and intellectual adventure. Guilford is fortunate to have a number of such professors presently on its staff, and it has been a genuine satisfaction to me to work with and for them during my term as president of Guilford.

For such teachers continued scholarly activity is highly important, but it serves chiefly as an "equipping" function. To this end Guilford actively seeks to provide research opportunities and occasions for advanced study for its faculty members, chiefly as means of increasing teaching effectiveness. Faculty advancement at Guilford College, while taking into account scholarly publications and general community contributions, is based largely upon an individual teacher's success in motivating students along the lines earlier suggested.

In this Guilford consciously seeks to go against the trend noted by Christopher Jencks and David Riesman in their recently published *The Academic Revolution*. Here, it is pointed out, college instructors have become less and less preoccupied with educating young people, and more and more preoccupied with educating one another by publishing scholarly work which advances specialized aspects of their academic discipline. Such scholarly work is important, and often it can add depth and zest to the classroom situation, but where its pursuit results in a neglect of student interests, it is not encouraged at Guilford College.

In addition to the generalized aims already stated, Guilford has other specific goals which support and lead to their accomplishment. We recognize, of course, that Guilford shares certain of these objectives with a number of outstanding colleges and universities; our uniqueness as a college, therefore, does not lie merely in aims. It lies, rather, in the manner in which Guilford's curriculum and social regulations are harnessed in order to *accomplish* these important objectives. Other specific goals include:

**Specific  
Educational  
Goals**

- (1) To help students to understand and to become personally involved with significant problems which confront mankind; to equip them for intelligent participation as a concerned citizen.
- (2) To heighten the student's power to think clearly, boldly, and with precision in whatever vocational field he chooses; emphasis upon the right questions to ask, the proper approach to use in getting at the facts, rather than upon an accumulation of specialized skills.
- (3) To assist students in understanding the nature and method-

ology of science, with a special emphasis upon the significance and impact of science upon our society and upon humanity generally.

- (4) To give students a working knowledge of history, also to develop a "sense" of history, which vitally contributes to understanding issues in needed perspective.
- (5) To understand at least one culture other than the student's own.
- (6) To immerse students in certain of the major and enduring works of literature.
- (7) To develop at least a layman's appreciation of great art and music.
- (8) To assist in achieving the power of significant communication with others; this includes seeing that students are able to read, write and speak well and to the point.
- (10) To impart a sense of community, a feeling of real involvement in the lives of others. This is achieved both in the cooperative search for understanding—through a fellowship of learning—and in the shared responsibilities and joys of social life. Both are important in the balanced life, and are securely rooted in Guilford's Quaker traditions.
- (11) To nurture a sense of personal integrity and responsibility, and to help students towards establishing the basic elements of an effective personal philosophy. Guilford, as a Quaker college, makes every effort to demonstrate the relevance of Christian values to this and to the other educational goals of the college.

These are the major aims which Guilford College is trying to accomplish in its educational work, and they have illuminated and in a sense forecasted the direction which the new curriculum takes, as well as the supporting social regulations of the Guilford community. As we reflect about the past at Guilford we recognize that these goals are not new—they have been central throughout Guilford's long history. What is new is the rethinking of them as they apply to the complex conditions of our time.

In the study and planning for new directions and emphases in Guilford's educational program, the college community was engaged in the single most significant effort of the past year. Faculty committees, academic departments, and the faculty meeting as a whole, concentrated upon three major areas of educational development. These include (a) a proposal for major revisions in the college curriculum, (b) planning the Richardson Fellows Pro-

gram, and (c) the development of a cooperative educational endeavor among Greensboro, Bennett and Guilford colleges, all in Greensboro.

#### A. Curriculum Revision

Instrumental in making extensive curriculum planning possible was a grant of \$102,500 under the provisions of Title III of the Higher Education Act of 1965, as reported in the *President's Annual Report* for 1966-67. This has enabled three senior faculty members of the college to receive leaves of absence for post-doctoral study in graduate centers specializing in non-Western studies, and thus has helped Guilford to make a significant beginning of an international studies emphasis. This grant additionally provided funds to bring four nationally recognized educational consultants to the college, and also funds to provide released time for two Guilford faculty members, Professors William Burris and Frederic Crownfield, to engage in specialized curriculum study and planning. Title III funds also provided salaries for several National Teaching Fellows to teach in understaffed departments, for an expanded and enriched lecture series, and the salary of a non-Western lecturer for one semester.

The faculty Educational Policies Committee, under the leadership of its chairman, Frederic Crownfield, and with the assistance of outside educational consultants, Dr. John Bevan, Academic Vice President, University of Pacific; Dr. Winslow Hatch, Research Specialist, Division of Higher Education, U. S. Office of Education; Dr. Morris Keeton, Academic Vice President, Antioch College; and Dr. Lewis Mayhew, Professor of Higher Education, Stanford University, intensively reviewed curriculum proposals developed in part under the direction of William Burris. The constructive suggestions and critical comments of these consultants were of great importance in these considerations and were much appreciated.

Meeting several hours each week, the Educational Policies Committee considered the curriculum from a variety of perspectives. The committee also met with representatives from each academic department as the deliberations progressed. After six months the committee reached consensus on a proposal which was later submitted to the faculty for detailed study and subsequent approval.

The major goal of the new curriculum is to provide an educational experience which is relevant, interdisciplinary, and conducive to independent thought and study. It is specifically designed to engage a student body of better than average academic potential and a well-prepared faculty in a critical search for significant understanding of man and his physical and social environments. It

is intended that as a result of his study the student will confront the most pressing issues and problems of our time with increasing knowledge, judgment, and commitment for their resolution. In the judgment of the Guilford faculty this requires a flexible program which is interdisciplinary in its impact, although well-grounded in the traditional areas of inquiry. Also required is increased opportunity for students to assume responsibility in planning and development of their educational experience. The proposed program will involve entering students in a year-long discussion of the major problems of the contemporary world.

Basic to the new program is a two-semester course "Man in the Twentieth Century", which carries twelve semester hours credit, and is required of all freshmen. The course will confront students with some of the more fundamental moral, psychological, social, and environmental issues facing contemporary man. This approach is expected to stimulate the student to develop enduring concerns about man which will give meaning and direction to the remainder of his studies. The focus on man and his problems should encourage the student to view his educational experience as an inquiry into the human condition, thereby making his study of religion, philosophy, history, and related subjects more relevant to his personal situation. If this early exposure to man's problems and man's quest for answers succeeds in developing a question-asking approach to learning, faculty aspirations to generate a greater student involvement in learning will be fulfilled.

The new program also provides for sophomore offerings in religion and philosophy, history, fine arts, and laboratory science which will build on the freshman course. In the junior year, each student will take two non-Western courses, selected from seven or eight possibilities, to provide an expanded international perspective and to help counteract the elements of provincialism in our own society. Additionally, the foreign language requirement includes a serious exposure to the culture and literature of the land(s) in which the language is spoken.

Every student will have opportunity for independent study in the senior year if he so chooses. Those students who are mature, highly motivated, and capable of self-direction, can be approved to pursue their studies during the junior and senior years on a semi-independent basis under the general supervision of major professors. This option, termed Curriculum II, should prove highly attractive to certain well-qualified students from excellent preparatory and secondary schools (See Table 3).

The revised curriculum will not go into effect until the 1969-70 academic year. During the coming year, teams of faculty will plan the specific content of each of the proposed offerings. Ob-

viously a great deal of work still lies ahead, but there is a clear sense of faculty commitment to develop an academic program of worth and relevance.

**TABLE I**  
**Synopsis of Curriculum I**  
(for non-science and non-math majors)

*First Semester*

**FRESHMAN YEAR:**

Man in Twentieth Century I  
(Man in Society)  
Literature  
Foreign Language  
Elective or Freshman Seminar

English 105 (Bibliography)

*Second Semester*

Man in Twentieth Century II  
(Man in His Environment)  
Literature  
Foreign Language  
Elective or Freshman Seminar

**SOPHOMORE YEAR:**

Religion-Philosophy  
History  
Foreign Language  
(Literature and Culture)  
Elective (Social Science)  
Major Field

Religion-Philosophy  
Art-Music

Laboratory Science  
Elective (Social Science)  
Major Field

**JUNIOR YEAR:**

Non-Western Studies  
Major Field  
Major Field  
Relative Field(s)  
Elective

Non-Western Studies  
Major Field  
Major Field  
Related Field(s)  
Elective

**SENIOR YEAR:**

Major Field  
Major Field  
Related Field(s)  
Related Field(s)  
Related Field(s)

Major Field  
Major Field  
Related Field(s)  
Independent Study & Thesis  
(or 6 hours in electives)



TABLE 2  
Synopsis of Curriculum I  
(for science and math majors)\*

*First Semester*

FRESHMAN YEAR:

Man in Twentieth Century I  
(Man in Society)  
Language  
Major  
Major or Related Course

English 105

*Second Semester*

Man in Twentieth Century II  
(Man in His Environment)  
Language  
Major  
Major or Related Course

SOPHOMORE YEAR:

Literature  
Religion-Philosophy  
Language  
Major  
Major or Related Course

Literature  
Religion-Philosophy  
Art-Music  
Major  
Major or Related Course

JUNIOR YEAR:

Non-Western Studies  
History  
Elective (Social Science)  
Major  
Related Course or Elective

Non-Western Studies  
Lab Science  
Elective (Social Science)  
Major  
Related Course or Elective

SENIOR YEAR:

Major  
Related Course or Elective  
Related Course or Elective  
Elective  
Elective

Major  
Major  
Related Course or Elective  
Independent Study & Thesis  
(or 6 hours electives)

\*Not more than thirty hours may be required in the major. Where additional courses are needed for students going to graduate school, or are required for teacher certification, these may be taken as related courses, or as electives with the approval of the Curriculum Committee.

TABLE 3  
Synopsis of Curriculum II

**FRESHMAN YEAR:**

Same as College Curriculum I

**SOPHOMORE YEAR:**

Same as College Curriculum I

**JUNIOR YEAR:**

Non-Western Studies (6 hours)

Directed Study in Major Department

Directed Study in One Related Field

All Courses in the College Open for Attendance

Oral and Written Examinations in the Major

Field Papers in the Major and Related Field when Appropriate

**SENIOR YEAR:**

Independent Study in the Major Department

Directed Study in a Second Related Field

All courses in the College Open for Attendance

Oral and Written Examinations in the Major

Independent Study and Senior Thesis

**B. *The Richardson Fellows Program***

Guilford College was fortunate to receive a \$100,000 grant from the H. Smith Richardson Foundation to develop a program (1) to identify entering students who have a potential for creative leadership, and (2) to determine the kind of collegiate experience which will most encourage and challenge those so identified to make use of their creative talents. With this goal in mind, an *ad hoc* faculty committee on the Improvement of Instruction developed a proposal which has been approved both by the faculty and the officers of the Richardson Foundation. The proposal also serves the aims of the revised curriculum, and will be continued for at least three years.

The proposal calls for the careful recruitment and selection of fifteen students to enter Guilford in 1968 and an additional fifteen students to enter in 1969, and that these be designated as Richardson Fellows. Several selection criteria and corresponding instruments will be used to identify those students with potential for creative leadership.

These freshmen will enter an experimental course of study during their first year. This program will include a continuing seminar dealing with critical problems in our contemporary society. Outstanding lecturers and experts will be invited to participate in these seminars, and, where possible, to address the entire student body. This seminar will be supplemented with extensive readings, informal group discussions, written papers, field trips, and other pertinent educational experiences.

A research seminar intended to familiarize the Fellows with research design, methods, and methodology, and to facilitate the initiation of a research project by each Fellow is also planned. The research would be conducted under the supervision of an interested faculty member who is competent in the particular field of inquiry.

The Fellows will meet with the Program Director in a third seminar that will focus on deeper self-examination and emphasize inter-personal relationships. As a part of the seminar, Fellows will perform acts of service, work with community and business leaders for a certain period each week, and work in a carefully designed "summer internship" following the freshman year.

During the sophomore year, it is hoped that many of the Richardson Fellows will be able to assist the faculty in the Man in the Twentieth Century sequence now being planned for all freshmen. Additionally, the Richardson Fellows will meet in an advanced seminar in the sophomore year. It is assumed that many of the Fellows would pursue Curriculum II in their junior and senior years.

The Richardson Fellows Program is viewed as an experimental undertaking to serve a special population of students, as well as to provide a certain enrichment to the general curriculum of the college. It should also provide useful data which may be of use in further curriculum planning. It seems clear that the goal of the Richardson Fellows Program—to identify and develop creative leaders—is closely related to the aims of the college and its educational program generally.

### *C. Inter-Institutional Cooperation*

A separate grant awarded this year under Title III of the Higher Education Act of 1965, has supported a study by administrative officers of Bennett, Greensboro, and Guilford colleges as to the possible development of mutually advantageous cooperative programs. Professor Frederic Crownfield was appointed as a half-time coordinator of this study and worked under the direction of the presidents and deans of the three colleges. On the basis of

the promising preliminary work done this year on this cooperative effort, the three colleges have received a second Title III grant of \$25,000 which will enable the colleges to act on the planning already accomplished. Funds are provided for a library coordinator, a consultant and secretary to assist and coordinate the three library staffs in cooperatively acquiring, processing, and cataloguing library materials. The grant also provides for a combined lecture program. In addition to the Title III grant, the three colleges have received grants of \$10,000 from the Danforth Foundation and \$5,000 from the Methodist Board of Higher Education to make possible the joint appointment of a full-time coordinator of inter-institutional cooperation.

Further planning among the three colleges is also underway: (1) a study is being conducted by the deans and business managers to determine the feasibility of a combined summer school; (2) plans for the direct exchange of students, to begin in September; (3) several departments are exploring the possibility of combining similar classes with small enrollments and developing a richer combined set of offerings; (4) the joint employment of faculty is being favorably explored. The most promising aspect for significant cooperation among the three colleges is the openness and absence of status-consciousness exhibited by presidents, deans and most of the faculty members who have discussed cooperative possibilities.

#### D. *Non-Western Study Program*

As noted earlier, three senior faculty members have been engaged in post-doctoral non-Western study. All preliminary reports from the three faculty members indicate that this experience has been highly successful and that it should serve the interests of the college, particularly the development of the non-Western study emphasis in the third year of the revised curriculum.

#### E. *Improvement and Evaluation of Instruction*

There has been a growing interest at Guilford among students and faculty members that some *systematic* approach be made towards the evaluation and improvement of instruction. This seems particularly timely at this juncture with the revision of the college curriculum and the large number of faculty members who have joined the staff within the past few years. A group of faculty members have initiated an informal Committee on the Improvement of Instruction within the past two years, and this, along with their instigation of the Freshman Reading Program and the initial planning of the basic elements of the Richardson Fellows Program, has been one of their major concerns. As a result of this interest, as well as the general concern at Guilford to emphasize effective teaching, it is planned that the Academic Dean, the Faculty Affairs

Committee and the Committee on the Improvement of Instruction will consider these matters, including student evaluation of instruction, during the coming year.

#### F. *Freshman Reading Program*

Under the direction of William J. Lanier, Dean of Students, and the student Orientation Committee, the fall orientation program for freshmen had a new academic emphasis. During the summer all freshmen were mailed paperback editions of the following books: Kazantzakis—*The Last Temptation of Christ*; Eiseley—*The Immense Journey*; and Harrington—*The Other America*. These books were chosen by faculty members because they posed many important contemporary issues from interdisciplinary perspectives. Each of the books was discussed by the new students meeting in small groups in faculty homes on three evenings, the first being during the orientation week. The purpose was to provide an early, informal contact between faculty and students to discuss matters of current educational concern and interest. The response of faculty and students alike has been enthusiastic, and the program will be continued for this coming academic year.

Credit for this successful program belongs to the *ad hoc* Committee on the Improvement of Instruction which initiated the idea, the thirty-two faculty members who hosted and led the discussions, and to Dean Lanier who was responsible for the administrative arrangement of the project.

#### G. *Separation of the Department of Economics and Business Administration*

A year ago, the faculty approved dividing the Department of Economics and Business Administration into two departments, with the Department of Economics located on the residential campus and the Department of Business Management at the Downtown Campus. During the past year these departments have worked out the specific details and mutual dependencies of their respective courses of study. The separation of these departments broadens the educational opportunities for students, and thus adds strength to the total program of the college.

#### H. *Specific Areas of Concern*

There are several academic departments and areas which will require special attention in the coming year, including:

##### (1) Natural Science, Geology, Astronomy—

The feasibility of the development of some sort of "earth science" major is being explored.

(2) Music, Art, and Drama—

The "major" program in music and the role of the Music Department generally in the college is to be considered by a special faculty committee during the coming academic year. Course offerings in Fine Arts and Drama have greatly expanded in the past two years, but lack effective departmental organization. The possibility of the development of a Fine Arts Department, embracing Music, Art, and Drama is being considered.

(3) Departments of Education, Foreign Languages and Physical Education

In each of these departments Guilford is not in full conformity with the requirements of the Southern Association of Colleges and Schools. The requirements of the Southern Association is that any department which offers a major should include a faculty member with the Ph.D. degree. The college expects to be in compliance with this standard in the Department of Education when a successor is appointed to the Chairman, who retires at the end of the 1968-69 academic year. The situation is less clear for the Departments of Foreign Language and Physical Education, though it is the intention of the college to work to meet these standards. In addition to this, Guilford anticipates conducting a study of the relation of the Department of Physical Education to the inter-collegiate athletic program, and plans further investigation of the teaching loads in the area of foreign languages.

The Guilford College Library staff has just completed a record year in terms of acquisitions, processing, and student use of library materials. The following tables graphically illustrate these achievements.

**Library**

TABLE I  
REPORT OF CATALOGUED ITEMS  
June 1, 1967 - May 27, 1968

	<i>Campus</i>	<i>Downtown</i>	<i>Total</i>
New Titles _____	6,580	2,559	9,139
Added Copies _____	139	11	150
Replacements _____	38		38
Filmstrips _____	10		10
Filmstrip Manuals _____	6		6
Pictures _____	1		1
Phonograph Recordings _____	14		14
Theses _____	230		230
		Total	9,588
Books withdrawn _____	1,460		1,460
Books revised or reclassified _____	6,648	1,147	7,795
L.C. Printed Cards _____	65,484		65,484
Original Cards _____	3,113		3,113

TABLE II  
BOOKS, PERIODICALS, AND OTHER MATERIALS  
PROCESSED FOR USE

June 1, 1967 - May 27, 1968

<i>Campus Library</i>	<i>Volumes Held June 1, 1967</i>	<i>Volumes Added June 1, 1967- May 27, 1968</i>	<i>Volumes With- Drawn</i>	<i>Total Holdings</i>
Books .....	72,550	6,757	1,460	78,277
Bound Periodicals ..	*	430		
Curriculum Guides..	585	280		865
Filmstrip Manuals ..	98	6		104
Filmstrips .....	293	10		303
Framed Pictures ---	86	1		87
Microfilm Reels ----	1,214	353		1,567
Clippings .....	2,076	508		2,584
Pamphlets, Documents, College Catalogs, Maps ---	3,861	436	173	4,124
Phonograph Recordings .....	554	14		568
Textbooks (Curriculum Materials Center)	720	32		752
Theses .....	3,327	230		3,557
Sub-Total .....	85,364	9,067		92,788
<i>Downtown Campus Library</i>				
Books .....	10,151	2,570		12,721
Bound Periodicals ..	160	66		226
Pamphlets .....	2,816	251		3,067
Paperbacks .....	316	35		351
Sub-Total .....	13,443	2,922		16,365
TOTAL .....	98,807	11,979		109,153

TABLE III  
USE OF CAMPUS LIBRARY MATERIALS  
June 1, 1967 - May 27, 1968

<i>Item</i>	<i>1966-1967</i>	<i>1967-1968</i>	<i>Increase or Decrease</i>
Regular Loan Books			
From Stacks	17,019	18,777	+ 1,758
Periodicals	404	500	+ 96
Reserve Books	10,048	10,963	+ 915
Curriculum Materials	95	302	+ 207
Microfilm Reels	106	160	+ 54
Filmstrips	41	24	- 17
Recordings	416	245	- 171
Pictures	61	48	- 13
Pamphlets, Clippings and Unclassified Materials	34	158	+ 124
Theses	196	86	- 110
 Total	 28,420	 31,271	 + 2,851
Audio-Visual Equipment	197	103	- 94

TABLE IIIa  
USE OF DOWNTOWN CAMPUS LIBRARY MATERIALS  
June 1, 1967 - May 27, 1968

	<i>1966-1967</i>	<i>1967-1968</i>	<i>Increase or Decrease</i>
Total Circulation	7,759	6,531	- 1,228

Guilford presently ranks eleventh in terms of library holdings among the forty-three institutions of higher education in North Carolina. Nine of the ten institutions ahead of Guilford in this regard offer graduate degrees and are classified as universities. During the past year Guilford added more volumes than three of these institutions which are ranked ahead in total holdings. When one considers that this was accomplished with half the number of library personnel and a total operating budget which is \$75,000 less than any of the ten institutions, the dedicated and effective work of the Guilford staff can be clearly recognized. Continued strengthening of this sort is both needed and anticipated, for the library is rightfully the hub of the entire educational program.

Under Title II of the Higher Education Act of 1965, the library was awarded a basic materials grant of \$5,000 for a second year; and received a supplemental grant of \$6,132 toward



support of an intensified acquisitions program for the Downtown Campus. Also a grant of \$10,000 was received from the Mary Duke Biddle Foundation toward support of the Quaker Collection. This grant has allowed the appointment of Dorothy Gilbert Thorne as Curator of the Quaker Collection, which will greatly enhance the capability and use of this unique collection.

Another gift to the libraries which is worthy of special attention is that of William W. and Annie L. Pegg of Greensboro, collectors of antique firearms. Mr. and Mrs. Pegg have loaned permanently to the Quaker Collection a splendid collection of six Jamestown, Kentucky type hunting rifles. Valued at nearly \$2,000 by connoisseurs, the collection contains perfectly preserved and functioning hunting rifles made at Jamestown, North Carolina. Several of the rifles are known to have been made by Quaker craftsmen of the mid-nineteenth century.

In November 1967, the Campus Library extended its hours of evening service until 11:00 p.m. on Monday through Friday and on Sunday. This brought the total number of hours which the Library is open each week to eighty-two. Attendance during the period from 10:00 until 11:00 p.m. averaged nine persons, and would seem to warrant continuation of the extended hour policy.

Locked carrels for faculty study were constructed during the fall semester by partitioning off five carrels with a section of wire caging equipped with a gate. Response to the new facility has been most encouraging; during the first two weeks following installation every carrel was reserved.

Thievery and mutilation of library books and periodicals have become a problem during the past year. With the cooperation, advice, and approval of the Student Legislature and Administrative Council, certain internal security measures are being taken so that, by the fall semester, the students will enjoy greater access to library materials.

When Robert Newton, newly appointed Director of Admissions at Guilford, resigned in late August to become Principal of Page High School in Greensboro, the college Ad-

**Admissions** missions Office was in a state of turmoil as the fall semester began. Guilford was fortunate to secure the services of Bruce B. Stewart as Director of Admissions and John K. Bell as Associate Director of Admissions. These officers, with the assistance of Charles C. Hendricks, and the help of the faculty Admissions Committee, effectively worked to improve the quality as well as the heterogeneity of the class entering in the fall of 1968. This class will consist of 336 freshmen, chosen from 667 applicants. Approximately 59% come from North Carolina, the

average SAT score is 1017, 22% rank in the upper tenth of their graduating class, and 75% are in the upper half of their graduating class. 84% of the 75 interviewed as Freshman Scholar candidates are expected to enroll at Guilford College in September.

Bruce Stewart has recently resigned as Director of Admissions to become Director of the newly established Richardson Fellows Program, described earlier in this report, and John Bell has been named Director of Admissions. David E. Mullen, a graduate of Davidson College and Duke University, and David O. Roberts, 1968 graduate of Guilford College, have been named Assistant Directors of Admissions. Additionally, Clyde A. Milner III will be fulfilling his obligations for alternative service as an Assistant in the Admissions Office, as well as working with the Richardson Fellows Program. Charles Hendricks will continue to work with the North Carolina guidance counselors and potential students who are members of the Society of Friends. Under his supervision young Friends have visited the campus in groups from Springfield, High Point, Asheboro and Pilot Mountain. Other high school groups have come under similar arrangements from Greensboro, Goldsboro, East Surrey, Surrey Central, Reidsville, East Forsyth, Allen Jay, Gibsonville, and Northwest Guilford High Schools.

The number on the Admissions staff has been considerably increased over its size of a few years ago. In these times of increasing competition for qualified students, a staff of the present size and qualifications is considered vital in making Guilford and its programs known to a wide variety of students.

The college opened in the fall of 1967 with a full-time student enrollment of 962 on the residential campus. The average full-time-equivalent enrollment for the year was

**Enrollment** 947. The Friends Retirement Home building, which was used as temporary housing for women students during this year, was not completed until November, and it was necessary to place fifty girls in unsatisfactory accommodations in the infirmary and in the basement of Shore Dormitory until that time. This was most regrettable and efforts have been made to avoid a similar occurrence with male students this fall in case the new dormitory, presently under construction, is not completed. To this end, the college has arranged for continued use of Friends' Home until November 1, 1968, if that proves necessary.

The student enrollment at the Downtown Campus was down by approximately 150 full-time-equivalents. This sharp decline and its implications will be discussed later in this report.

With a total enrollment the size of Guilford's, there remains a pressing need to improve data processing to insure greater speed

and accuracy of registration and grade reporting, as well as to enable the college to conduct more extended research on student characteristics and development. Regrettably, the recently acquired computer, an IBM 1620, cannot serve this function unless it is specially adapted to handle both increased input and output.

One last note regarding enrollment—The trends noted in last year's *President's Annual Report*, concerning the decreasing number of day student applications and the decreasing proportion of qualified male applicants, are still in evidence. Unless this trend is offset by the increased admissions staff, it seems likely that the construction of additional women dormitory facilities will be required within three years.

William Lanier, his staff, and the faculty Student Affairs Committee were active in their efforts to increase student involvement in campus programs and to further student acceptance of responsibility. The Student Affairs Committee met weekly for five months in an effort to define student-life regulations and policies. The purpose of these deliberations has been to create an environment on campus which will both be compatible with and also enhance the college's primary function as an educational institution. Toward this end the committee has established policy concerning the use of student records, disciplinary action, judicial procedures, use of drugs, guides for demonstration and dissent, and the scope of participation and responsibility of students in student-life decisions.

#### *A. Testing and Counseling*

Vocational and personal testing and counseling were available to all students on a walk-in as well as on referral basis. This schedule of counseling continues to be well received by students, although future expansion of this service will be necessary. During the coming academic year, the college will retain a local psychiatrist for approximately three hours per week. He will have responsibility for initial interviews with students and direct inservice training sessions for staff and faculty.

#### *B. Residence Halls*

The major emphasis in the dormitory program has been an effort to increase student responsibility for program development and self-government. A workshop was conducted for Head Residents and another for Resident Assistants in the men's dormitories. In turn, the Head Residents conducted successful leadership conferences for hall officers. The Head Residents in the women's residence halls also achieved gratifying results. An inservice training program is planned for these staff members next year.

An adequate telephone service remains a common complaint

of students, head residents, and some faculty. The college must explore an expanded telephone system that will provide a more complete service with proper controls.

#### C. *Student Activity Program (Student Union)*

The newly appointed Director of Student Activities, Clifford B. Lowery, has led the efforts to define and implement the goals and specific objectives of this program. The primary effort has been to develop a program which seeks to establish a relationship between classroom education and the socio-cultural experiences of the student. This program would appear to hold a great deal of promise.

#### D. *Placement*

Wiley Ruth, who will become the full-time Student Placement and Financial Aid Officer for the 1968-69 academic year, served as Director of Placement during this past year. Interview schedules were arranged for 45 companies and 35 school systems, including several out-of-region systems. One hundred forty-two graduating seniors established permanent placement records with the Guilford Placement Office, and more than 250 students used the placement service to obtain part-time and/or summer employment.

#### E. *Health Service*

The infirmary service has been much improved with two nurses to share the load. The third floor location of the infirmary remains a problem in that it is quite difficult for some injured or ill students to climb the three flights of steps.

A record number of students participated in the athletic and intramural program during the 1967-68 school year. Guilford

College competed in intercollegiate football, soccer, wrestling, basketball, baseball, track, tennis, and golf.

#### **Intercollegiate Athletics**

The football team set numerous school and individual records as it compiled a 6-4 mark. Several men achieved All Conference and All District honors. Henry McKay won All State and All American honors.

The basketball team won the regular season and Conference Tournament for the first time. The team established a record by winning the District 26 Championship for the third consecutive year and participating in the National Tournament at Kansas City. Guilford was seeded number one in the tournament but was upset in the opening round. Bob Kauffman received many All America honors and was voted the outstanding player in the Conference. Ed Fellers received the most valuable player award for his play in the tournament as well as All Conference honors. Pat Moriarity was chosen on the All Conference and All District teams along

with Kauffman. Coach Jerry Steele was selected as Conference and District 26 Coach of the Year by his fellow coaches.

The baseball team won 25 games and finished the season in the runnerup spot for the Conference title for the second straight year. Four players received post season honors, and Tom Grayson and Jim Bryan received All America honors.

Dr. Algie Newlin and Ernie Shore were inducted into the NAIA Hall of Fame. Newlin received the honor for meritorious service, and Shore as a former athlete.

Guilford College is rightfully proud of the success of its teams this year, and hopes that these successes may continue for many years to come. It is highly important, however, that the athletic program, like all programs at Guilford, should be valued for the contribution which it makes to the total life of the college, rather than being an entity in itself sometimes working at cross-purposes to the over-all educational aims. Guilford's coaches seem sensitive to this need, and understand the important role which athletics can play in liberal arts education. It is important that they be free from win-at-any-cost pressures both from inside and outside the college.

The role of the faculty in academic planning and decision making has been most valuable during the past year. The efforts of the Educational Policies Committee and the **Faculty** Admissions Committee in particular, have been both time consuming and quite effective. The cooperation and involvement of the faculty, whether individually, in departments, or as committees, is basic to the continued strength and development of Guilford College, and is most appreciated.

#### *A. Faculty Working Conditions*

Further improvement in the working conditions of faculty was accomplished during the past year through the provision of additional secretarial assistance and the extensive remodeling of faculty offices in Archdale Hall.

The remodeled Archdale Hall is an attractive and functional addition. The fact that it proceeded office by office, using the college's labor force, meant, regrettably, that the noise, dust, and confusion was quite inconvenient for the faculty. In the future, we must make every effort to avoid prolonged periods of construction which disrupt the ongoing work of the college. The renovation of Duke Memorial Hall added twelve faculty offices. Even with these additional spaces, most faculty members must still share an office with a colleague. It is anticipated that, with the completion of the new men's dormitory next fall, sufficient space

in Cox Hall will be temporarily used to provide an office for each faculty member.

A final problem related to the working conditions of faculty is that of telephone facilities. The provision of departmental telephones which are installed in the office of the chairman, has not proven to be adequate. Considerable inconvenience is occasioned for the chairman, who must then provide an answering service for the several members of his department. Guilford should make plans to provide a telephone extension in every faculty office as soon as possible.

As anticipated last year, Guilford's average faculty compensation reached the "C" level at all ranks according to the 1967-68 faculty salary scale published by the American Association of University Professors (AAUP). This is the first time that Guilford has reached this competitive level of faculty compensation. As a result of the progress which Guilford has made in the improvement of faculty salary levels, Guilford was included in the top 10% of colleges receiving special commendation in the AAUP Bulletin of June, 1968. With next year's anticipated average salary increases, the college should find itself at the "B" level for the Instructor rank, and at the "B" level for the Assistant and Associate Professor ranks by 1969-70.

While these improvements in faculty compensation and working conditions are noteworthy, Guilford cannot afford to be complacent at this time. The college has been able to recruit and to retain an able faculty and must remain competitive in this regard with other strong colleges if our educational goals are to be realized.

#### *B. Faculty Activities and Distinction*

Several faculty members were given promotions and tenure, and others received awards, honors, and other distinctions:

#### PROMOTIONS

Josephine Moore	from Associate Professor to Professor of History
Paul Zopf, Jr.	from Associate Professor to Professor of Sociology
James Gutsell	from Assistant Professor to Associate Professor of English
Janet Speas	from Instructor to Assistant Professor of English
Elizabeth Keiser	from Instructor to Assistant Professor of English
Melvin Keiser	from Instructor to Assistant Professor of Religion

## TENURE

Henry Hood .....	History
Frederick Parkhurst, Jr. ....	Economics

## SCHOLARSHIPS AND RESEARCH GRANTS

Lewis Aiken .....	one of 20 nation-wide recipients of USDE educational research fellowships for use in 1968-69 academic year
Annie Bell .....	Piedmont University Center Summer Study Grant
J. R. Boyd .....	Piedmont University Center Summer Study Grant
William Burris ..	Piedmont University Center Summer Study Grant
Martha Cooley ..	Piedmont University Center Summer Study Grant
William Fulcher .....	N.S.F. experienced teacher fellowship for use in 1968-69 academic year
Cyril Harvey .....	NSF Grant to attend summer field conference on structure and origin of volcanic rocks
Henry Hood, Jr. ....	Piedmont University Center Research Grant
Donald Millholland .....	Piedmont University Center Summer Study Grant
John Pipkin ....	Piedmont University Center Summer Study Grant
Maurice Raiford .....	Piedmont University Center Summer Study Grant
Earl Redding .....	NDEA Title IV Fellowship for use during 1968-69 academic year
John Rundell .....	N. C. State Fellowship for use during 1968-69 academic year
Alexander Stoesen ...	Piedmont University Center Research Grant

## PUBLICATIONS

- Lewis Aiken, Jr.—“Weighting and guessing on varieties of the multiple-choice item”, *Educational and Psychological Measurement*.  
 “Three alignment diagrams for use in selective admissions”, *Journal of Educational Research*.  
 Instructor’s manual and a student workbook for forthcoming book *General Psychology: A Survey*  
 “Effect on Test Score Variance of Differential Weighting of Items Responses”, *Psych. Reports*, 1967, 21 585-90. Four book reviews in professional journals.
- Lewis Aiken, Jr. and E. Newsom Williams—“Three Variables Related to Reaction Time to Compare Single-Digit Numbers”, *Perceptual and Motor Skills*.

- Robert Bryden—"Importance of Defining General Goals for College Science," mimeographed, National Science Teachers Association.
- Robert Dinkel—"Education and Fertility in the United States," in Nam. Charles, ed. *Population and Society*, Boston: Houghton-Mifflin in press.
- Jerry Godard—three book reviews in *Choice*.
- John Grice—four book reviews in *Choice*.
- Emily Huntley—Exhibiting Artist at St. John's Gallery, Wilmington, N. C.  
Exhibiting Member of High Point Art Association, High Point, N. C.
- Lee Kennett—"The Strange Career of the Stonewall," United States Naval Institute *Proceedings*.
- Frederick Parkhurst, Jr.—"Noise, Jets, and the Sonic Boom," *Congressional Record*, 90th Congress, First Session, House, p.p. H-14550 through H-14563.
- John Pipkin—Poem published in *Bay Leaves*.
- Surindar Suri—The Government of India, Thomas Crowell, N. Y., in press.  
"Punjab Politics," *Seminar*, June, 1967.  
"Political Life Cycle of Lok Sabha Members," *Journal of Constitutional and Parliamentary Studies*, July-Sept., 1967.  
"Personality," *Seminar*, December, 1967.
- T. Alvin Wheeler, Jr.—"Developing a Development Program," December, 1967, *Award Winning Case Studies in College Advancement Programs*, ACPRA, Washington, D. C.

## ACTIVITIES

- Lewis Aiken, Jr.—Appointed Cooperating Editor of journal *Educational and Psychological Measurements*.
- Robert Bryden—Member Elisha Mitchell Scientific Society.  
Member Walter Resources Institute.  
Consultant National Science Teachers Association.
- Jerry Godard—Member of two Visiting Committees of Southern Association of Colleges and Schools.  
Consultant, Regional Education Laboratory.  
Consultant, Bellarmine College (Kentucky).
- Emily Huntley—Completed commission of *Dove of Peace* plaque for New South Fork Friends Church.
- Donald Millholland—Invited to read a paper "Michael Polanyi's Theory of Knowledge" and serve as Panel Member at the XIV International Congress for Philosophy at the Vienna University, Vienna, Austria.



Frances Norton—Participant with Greensboro Psychologists in developing a program of Community Service.

Herbert Poole—Member, Committee on Governmental Relations.  
Chairman, Committee on Library Affairs, Piedmont University Center.

President, Greensboro Library Club.

Visiting Lecturer, Division of Librarianship, Emory University.

Eugene Thompson, Jr.—President, American Association of Teachers of French.

### *C. Faculty Recruitment*

In the past three years, the percentage of faculty holding the earned doctorate has risen from 25% to over 38%, and is likely to increase appreciably within the current academic year; our anticipated goal in this important dimension is approximately 60%. Guilford's progress along these lines is partly attributable to members on the staff continuing their graduate studies, and partly to the addition of staff members from other colleges and universities.

I am pleased to report that an impressive group of new teachers has been appointed for the 1968-69 academic year. The efforts of the Academic Dean, Departmental Chairmen, the Faculty Affairs Committee, and other interested faculty were highly instrumental in identifying, interviewing and securing the following teaching personnel:

RUDOLPH S. BEHAR, *Assistant Professor of English*

B.A., University of Connecticut

M.A., Hunter College, New York City

Ph.D., University of Oregon

*Teaching Experience:*

Instructor - University of Oregon (½ time)

Associate Professor - Mansfield State College (Pa.)

EDWIN G. CAUDILL, *Associate Prof. of Business Management*

B.S., University of California, Berkeley

Lit. M., University of Pittsburg, Pa.

Ph.D., American University, Washington, D. C.

*Teaching Experience:*

27 years of military service - Colonel

Assistant Director of Ph.D. Program, American University

Associate Professor of Management, American University

ANDREW C. T. CLARK, *Instructor in English*

B.A., University College, Wsarsea, Glamorgan, Wales

M.A., University of Wales

*Teaching Experience:*

Part-time Tutor in English Literature, University College, England

Teacher of English - Surrey County Council Secondary Schools, England

Assistant Master of English, Atlantic College, St. Donat's Castle, Llantwit Major, Glamorgan, Wales

CYRUS M. JOHNSON, *Associate Professor of Sociology*

B.S., Wake Forest College

M.A., Ohio State University

Ph.D., Duke University

*Teaching Experience:*

Teaching Assistant - Duke University

Assistant Professor - University of Kentucky

ELWOOD G. PARKER, *Instructor in Mathematics*

B.S., Guilford College

M.A., University of North Carolina, Chapel Hill

Ph.D., Candidate - University of North Carolina at Chapel Hill

*Teaching Experience:*

Graduate Assistant - University of Georgia

Graduate Instructor - University of North Carolina at Chapel Hill

Instructor - Salem College, Winston-Salem

WILLIAM A. CARROLL, *Professor of Political Science and  
Department Chairman*

A.B., Brown University, R. I.

M.A., Georgetown University

Ph.D., Georgetown University

*Teaching Experience:*

Instructor - Oglethorpe College (Ga.)

Professor - Frostburg State College (Md.)

RICHARD D. RADDOCK, *Assistant Professor of Economics*

A.B., Cornell University

M.A., University of Pennsylvania

Ph.D., Candidate, University of Pennsylvania

*Teaching Experience:*

Instructor - Drexel Institute of Technology, Philadelphia, Pa.

SUSAN J. SCHUMACHER, *Instructor in Psychology*

B.A., Roanoke College

M.A., Hollins College

*Teaching Experience:*

Research and Teaching Assistant - Hollins College

KATHERINE HAGEN SEBO, *Instructor in Political Science*

A.B., Oberlin College

M.A., School of International Service, The American University

Ph.D., Candidate, S.I.S., The American University

*Teaching Experience:*

Teaching Assistant - S.I.S., The American University

Instructor - Wake Forest University

**JOHN H. STONEBURNER**, *Assistant Professor of Religion*

A.B., Earlham College

B.D., Drew Theological School

Ph.D., Candidate, Drew University

*Experience:*

Director of Christian Education - Christ Church, New Jersey

Associate Minister - Painesville Methodist Church, Ohio

#### **D. Retirements**

Retirement came this year for two highly respected members of the Guilford College teaching faculty. Carl Baumbach, Associate Professor of Music and long chairman of the Music Department, joined the Guilford staff in 1950. During these years the Music Department has prospered under his supervision, and his everyday presence among us will be greatly missed. Carl and his wife, Lois, plan to do extensive traveling in the immediate future and then will return to the Greensboro community to live.

Dr. Judson Wyckoff, Professor of Economics and chairman of the Economics Department until 1967, came to Guilford following his retirement at DePauw University in 1964. His work at Guilford contributed greatly to continuing the vigor of the Economics Department following the retirement of Dr. Curt Victorius several years ago, and his personal warmth and wisdom has meant much to all members of the Guilford community. Judson and his wife, Hilda, will continue living at their home on the Guilford campus.

Both Carl Baumbach and Judson Wyckoff have been granted "emeritus" status by the Guilford College Board of Trustees.

#### **E. Appointment of Academic Dean**

Dr. Daryl Kent, formerly Academic Dean of the college, chose to take a leave of absence from his duties during the 1967-68 academic year in order to pursue post-doctoral study in non-Western philosophy and religion. During this year Dr. Jerry Godard was appointed interim Academic Dean until the time of Daryl Kent's return. As the year progressed, however, Dr. Kent decided that he would prefer to go back into full-time teaching and asked if at all possible, to be released from his administrative post. We delayed making this decision as long as we dared in the thought that he might change his mind and return to the position he had occupied with great distinction since 1962. No change was forthcoming, however, and in late spring Dr. William Burris was appointed the new Academic Dean, effective June 1, 1968. We shall greatly miss Daryl Kent's effective participation in the administrative affairs of the college, but we honor the love of teaching which prompted his decision to return to the classroom.

William Burris has been an effective administrator of Guilford's Department of Political Science since 1964, and, as earlier indicated, spent a good part of this past academic year in a close study of curriculum matters. He received his B.S. degree from Wake Forest University, an M.A.T. degree from Emory University, and his Ph.D degree from the University of North Carolina at Chapel Hill in 1964. He will occupy an office on the main floor of Archdale Hall, the faculty office building. We welcome him to his new duties.

Dr. Jerry Godard will continue the work of general administrative coordinator and long-range academic planning under the new title of Executive Dean of the College. His temporary acceptance of the additional responsibilities of the Academic Dean's office has been most useful to the college.

In September 1967, five new programs were initiated at the Downtown Campus. These programs, the details of which were outlined in last year's annual report, are: (1) a four-year college credit Business Management Program, discussed earlier; (2) a two-year college credit program in Business Education leading to the Associate of Arts degree; (3) a one-year non-credit Secretarial Science Program; (4) a "Second Chance" Program designed to offer educational opportunity to able students who have had an unsuccessful college experience elsewhere; and (5) a Special Student Program designed to enable mature individuals to attempt college level work on a trial basis without having to meet the rigid entrance requirements demanded of recent high school graduates. Preliminary assessment of these programs would indicate that each has been successful in this first year, and all will be continued.

In addition, a special series of morning classes for women of the Greensboro community was offered both during the fall and during the spring semesters. These classes were conducted on an informal basis by qualified instructors.

The Downtown Campus received a grant under Title I of the Higher Education Act of 1965 to enable it to conduct courses for division and department managers of the city of Greensboro. The purpose of this program, to begin in September 1968, is to train approximately twenty-five municipal officers in the use of standard managerial and accounting procedures. The course will consist of twelve two-hour periods, and the content is being prepared by the Business Management Department.

During the academic year members of the Downtown Campus Planning and Coordinating Committee proposed a reorganiza-

tion of the program and administrative structure of the Downtown Campus. Three divisions were proposed: an Academic Credit Division; a Management Services Division, which will offer counseling and other services to business and industry in the fields of manufacturing, marketing, finance, and systems analysis; a Community Relations Division to further expand and develop non-credit cultural and business training programs, as well as symposia and institutes in finance, retailing and other areas to make the Downtown Campus of greater service to the Greensboro community. This reorganization has resulted from the recognition that the Downtown Campus must be responsive to a new set of community needs. With the emergence of a coeducational university in Greensboro and with the rise in admissions standards and tuition at Guilford, it is anticipated that enrollment in the academic program will continue to decline, except in special areas such as Business Management and Business Education. (The enrollment of academic courses dropped from an average of 543 full-time equivalents in 1966-67 to an average of 286 full-time equivalents in 1967-68, a decline of almost 30%.) It is hoped that this reorganization will facilitate the continued development of the Downtown Campus in response to local and required needs.

Dr. Fred Courtney has been appointed Director of the Downtown Campus, beginning with the 1968-69 academic year, and he will continue as chairman of the Business Management Department. Dr. Courtney was also selected as the person to occupy the recently endowed John K. Voehringer, Jr. Chair of Business Management. David Morrah, Jr., has become Manager of the Community Relations Division, mentioned above. He will also continue to serve as the college officer in charge of Federal programs of aid to higher education.

The Downtown Campus of Guilford, in particular, has an outstanding record of service community educational interests, and the college is anxious to provide continuing services of this type. There is evidence, however, that the specific nature of these needs is shifting and that the college should ever seek new ways in which to meet them, both in academic and non-academic areas. David Morrah's work as Assistant to the President for the Downtown Campus has been useful in helping the college to identify and to move forward in these areas, and we look forward to his continuing leadership as Manager of the Community Relations Division, where he will focus more intensively upon the non-academic programs.

Mention should also be made of Dr. Paul Zopf's part-time service as Associate Academic Dean at the Downtown Campus. He undertook this work in order to bring about a greater degree of coordination of the academic programs, and he accomplished

this job with distinction. For next year, however, Paul Zopf has relinquished the deanship at his own request in order to devote more time to scholarly research and publication. His concern to serve Guilford in both these capacities is most appreciated.

The 1967-68 academic year has included much progress in Guilford's effort to coordinate and to extend the fund-raising and public relations activities of the college. In large **Development** part this reflects the more adequate staffing of this important arm of the college, but also it is partly due to the increased efficiencies resulting from the decision to locate all the development offices together in the building now designated as George White Hall.

At the start of the year, the college news services and alumni publications were consolidated into one office, that of College Editor, under Miss Caroline Carlton. The groundwork and basic working policies for the news and publications function were established during Miss Carlton's first year, and will continue, although Miss Carlton will not herself continue with the college. George Roycroft, formerly connected with the news services of Channel Eight Television, High Point, has assumed the position of Director of Information Services effective July 1, 1968.

#### A. *Alumni Affairs*

Shortly after the beginning of the 1967 college year, William Benbow assumed the position of Director of Alumni Affairs. Mr. C. A. Dukes, formerly with Duke University, was retained on a consulting basis to train William Benbow in his work as well as to advise in the strengthening of alumni services and programs.

The 1967-68 Loyalty Fund minimum goal, for unrestricted and currently expendable funds given to the college, was set in September at \$40,000. As of May 31, 1968, \$52,044 was given by a total of 1,121 donors. Guilford appreciates this very tangible evidence of support for the continuing work of the college, and the significant increase which it reflects over previous years.

The following table compares the present Loyalty Fund total with that of the previous year:

	1967-68	1966-67
Total Amount Pledged _____	\$52,044.38	\$30,168.85
Total Donors _____	1121	939
<b>Loyalty Fund Gifts By Source*</b>		
Alumni (donors in parentheses) _____	\$31,533.50 (914)	\$20,240.68 (732)
Non-Alumni Parents _____	5,201.00 (119)	2,227.50 (107)
Faculty-Staff _____	2,745.21 (66)	1,141.50 (58)
Non-Alumni Individuals _____	3,240.00 (22)	994.67 (25)

\* (Totals in some cases reflect duplicate credits when donors belong to more than one category)

Corporations (matching gifts) _____	12,815.13	(34)	5,630.00	(17)
Foundations, Churches, Others _____				
Average Gift _____	\$	46.42	\$	33.08
Alumni Average Gift _____		34.50		27.65
Alumni Percentage Participation _____		14.8%		13.1%

Alumni meetings were held in Asheville, Asheboro, Atlanta, Burlington, Murfreesboro, Yadkinville, High Point, Goldsboro, Mount Airy, New York, Winston-Salem, and Greensboro. Plans for the coming year call for twenty-five meetings which include these cities and others, with particular emphasis in the New England, New Jersey, Florida, Pennsylvania, and Washington, D. C. areas. Plans are also underway to involve alumni in these various locations more actively in the area of student recruitment.

I would like to make special mention of the fine contribution which John Haworth has made to the college during his two years as president of the Alumni Association. He has given most generously of his time and talents to make these meetings highly successful, and it is most appreciated by all those at the college.

## GENERAL FUND RAISING

Gifts, grants, and bequests were received from a total of 1,576 individuals, corporations, and foundations, totaling \$565,190 for the year ending May 31, 1968. The purposes of these, as well as a comparison with the amounts received in previous years, appears in the following table:

	TOTALS FY 1967-68	TOTALS FY 1966-67	TOTALS FY 1965-66
<i>Current Operations</i>			
North Carolina Foundation of Church-Related Colleges \$	29,483	\$ 32,656	\$ 27,108
Living Endowment, Loyalty Fund _____	51,504	27,973	2,765 LE
Other Unrestricted _____	7,047	9,967	4,255
Current Funds Restricted _____	122,071	162,028	96,882
<i>Dana Challenge Pledge Payments</i> ..	5,405	20,633	85,624
<i>Government Grants</i> _____	110,677	17,560	—
<i>Plant Funds Gifts</i>			
Development Fund _____	96,228	10,867	17,127
Other _____	—	—	1,657
<i>Endowment Funds Gifts</i> _____	142,775	295,483	80,103
Totals _____	\$565,190	\$577,167	\$315,521

## GIFTS BY SOURCE

### A. *Business Corporations and Corporate Foundations*

Guilford College has benefitted through major gifts from the R. J. Reynolds Tobacco Company, which gave the college \$25,000 toward a new science wing for King Hall; North Carolina National Bank Foundation, which granted Guilford \$10,000 over the next several years for faculty salaries; the Esso Education Foundation, which gave Guilford its ninth annual gift for presidential contingencies amounting to \$2,500 this year. Other major gifts from corporate sources include grants from Burlington Industries, Inc., Jefferson Standard Life Insurance Company, Sears, Roebuck and Company Foundation, Mitchell-Fry Insurance Agency, Carolina Yarn Association, Western Electric Fund, Oakdale Cotton Mills, Perpetual Savings and Loan Association, and a considerable number of companies which have established matching gifts programs for their employees.

### B. *Foundations and Other Philanthropic Institutions*

The H. Smith Richardson Foundation granted Guilford \$100,000 to establish the Richardson Fellows Program; the Mary Duke Biddle Foundation granted \$10,000 for a special Library collection; the Sigmund Sternberger Foundation and the Friends Freedmans Association made grants for student scholarships, and the Ivy Fund granted the college \$1,000 in unrestricted funds. The college continues to receive increments from grants previously reported from the Charles A. Dana Foundation and the Elbridge Stuart Foundation. Consortium grants of \$10,000 from the Danforth Foundation and \$5,000 from the Methodist Board of Higher Education were announced this spring, supplementing a Federal grant for this purpose.

### C. *Major Gifts from Individuals*

Other major gifts to Guilford College during 1967-68 include \$5,910 from alumni and friends in support of Guilford's athletic program, over \$2,100 in memorial volumes and gifts of books to the library received from numerous individuals, gifts from J. D. Long, Jr. and Miss Margaret E. Long to establish the Jesse Dobson Long Fund, a gift from Martha M. McLennan to establish the Martha M. and J. Walter McLennan Scholarship Fund, gifts from Herbert T. Ragan toward the H. T. and Elizabeth H. Ragan Fund and the H. T. Ragan Athletic Scholarship Fund, gifts from V. R. and Ruth Levering White and members of their families to establish a scholarship fund, a gift from George D. Finch toward the A. Brown Finch Scholarship Fund, and major gifts to various other important funds for scholarships and other purposes from Dr. and Mrs. George W. Cobb, Mrs. R. E. Williams, Robert H. Frazier, William C. Ragsdale, Jr., David and Cora Worth Parsons,



Mr. and Mrs. Sidney H. Tomlinson, Robert M. Dinkel, Seth C. and Hazel M. Macon, Edwin P. Brown, Ed Mendenhall, Hugh W. and Alma C. Moore, the High Point Monthly Meeting of Friends and the Goldsboro Friends Meeting.

#### *D. Wills and Bequests*

It was revealed during the year that Guilford College is already a part of several wills of alumni and friends, and others are in the process of revising their wills and insurance programs to give Guilford a share of their estates. Deferred gifts received include a \$100,000 bequest from John K. Voehringer, Jr., income from the James B. Whittington Estate, a gift from the Estate of Spurgeon J. Craver, and it was announced in May that Guilford will receive a bequest of \$10,000 from the estate of Lucy Moore Graves.

#### *E. Federal Support*

For the third consecutive year Guilford College received a grant from the U. S. Office of Education under Title III Higher Education Act of 1965 for National Teaching Fellowships and other educational programs. The amount of the grant for 1967-68 was \$102,500. Also under Title III, Guilford and two other colleges will share a consortium grant of \$25,000 for the 1968-69 academic year. Under Title II HEA 1965 \$11,966 was received by the Guilford College Library for book purchases and other acquisitions. Other government aid which Guilford received included grants from the Educational Opportunity Program and the Municipal Management Program, Title I HEA 1965.

#### *F. Other Gifts*

In addition to the gifts recorded on the books of the college, Guilford received from Pilot Life Insurance Company a complete IBM 1620 computer, a Friden Flexowriter from the Greensboro Manufacturing Company, a gift from William Beaver of a reflecting telescope with equatorial mount, spotlights given by the New South Furniture Exposition Corporation, and several Quaker-made Jamestown Kentucky rifles and gun case given by W. W. Pegg, and a large number of books given to the Library. These gifts increase the assets of the college, but are not included in the above financial table. A conservative estimate of this valuation would be \$117,470.

### **PLANNING FOR CAPITAL CAMPAIGN**

During the spring of 1968 the Board of Trustees interviewed representatives of several fund-raising firms in order to select one to carry out a "feasibility study" to determine the level of financial support which Guilford might reasonably expect from any forthcoming capital funds campaign. The G. A. Brakeley Company was

selected for this work, and Mr. John Riley and Mr. Jay Longacre have conducted a considerable number of interviews relating to this matter. Recommendations resulting from this study have yet to be reported to the Board of Trustees.

During the year the Board of Trustees of Guilford College, after several meetings of special committees, adopted by-laws for two new advisory groups for the college — the Board of Visitors and the Development Council. The Board of Visitors will consist of a group of people from various walks of life, as well as from various geographic areas, who are interested in and informed about the program at Guilford College. It is expected that they will advise administrative officers and trustees of the college, serve as ambassadors of good will for the college, and otherwise aid Guilford in accomplishing its programs and objectives. Nominations for the Board of Visitors were made and many of the former Greensboro Advisory Board members have accepted appointment. Plans are under way to complete the appointments from the total number nominated by the end of this summer so that invitations can be extended in September for the fall meeting planned for the Visitors. The meeting is tentatively planned to span a week-end and to be structured for the benefit of all concerned. From the annual meetings, publications, special visits and smaller group meetings, it is expected that the Visitors will serve as highly constructive advisors for the college programs as a whole.

The Development Council is designed to be a group of people with a special interest in the continuing development of Guilford College. It shall be their duty to plan, initiate, and implement a continuing fiscal development program for the college under the general direction and continuing evaluation of the Board of Trustees. Although the Board of Trustees made specific provisions as to those who should serve in *ex officio* capacity on the Development Council, these plans have been held in abeyance temporarily, pending specific recommendations from the G. A. Brakeley study team.

A continuing need of the college is to make a more systematic effort in the area of deferred giving (wills and bequests). Such a program would complement Guilford's present fund-raising programs, and do much to assure the future solvency of the college. It is perhaps easy to postpone adding a person to the development staff in this capacity, since such a program cannot be expected to come into fruition before several years; the need is nevertheless urgent, and is so recommended to the Board of Trustees for their consideration.

Director John Pipkin continued his liaison activities between the college and the Quaker meetings in North Carolina. This included student and staff visitation to eleven local meetings to provide special programs of worship. Several groups of Friends have been entertained on campus during the year, as have been many individual pastors and the Ministers Association of the North Carolina Yearly Meeting. Additionally, John Pipkin served as director of Christian Colleges Day Observances throughout the Yearly Meeting. Special bulletins were prepared for use in the Sunday services, and were distributed to the meetings requesting them at no expense. John Pipkin also helped provide publicity on the series of lectures by D. Elton Trueblood, and assisted in arrangements during his visit.

**Yearly  
Meeting  
Relations**

Having the Friends' World Conference on the Guilford College campus during the summer of 1967 was a rewarding experience for all at the college. Not only did it provide an opportunity for many of those on the Guilford staff to meet and speak at length with Quaker leaders from all over the world, it also enabled delegates to the Conference to come to know Guilford and its programs at first hand. The Conference further served in many ways to re-emphasize Guilford's rootage in the ongoing Quaker-Christian tradition.

**Friends  
World  
Conference**

The international nature of the Conference at Guilford was also particularly appropriate and timely in that it gave a dramatic highlight to Guilford's developing emphasis upon a more truly internationalized program of studies. We have felt that such a program, emphasizing broader understanding and service, is an important component of Quaker education. These aims were personified in a most stimulating and important way at Guilford this past summer. One of the Quaker delegates, Nette Bossert, from Delhi, chose to remain at Guilford for the fall semester as professor of non-Western religion and culture.

The local newspaper coverage of the Conference was excellent and very sensitively handled. As a result of this, area residents gained a fuller understanding of Quaker history, procedures and beliefs, and also, we feel, of the aims and purposes of the college. Relationships between "town" and "gown" have never been closer than they were at this time.

It took great effort on the part of the college to prepare for the Conference, but we recognize with gratitude that it was not only an opportunity to serve the Society of Friends in a new way, but our labors were rewarded many fold.

This year was marked by the completion of several building projects which were initially described in last year's *President's Annual Report*, and by the beginning of a new

### **Buildings and Grounds**

dormitory for men. Duke Memorial Hall was completed in November, and began its second period of extensive service to the college. Language, mathematics and classics faculty occupy twelve faculty offices on the second and third floors, and the fifteen modern classrooms have been a much-needed boon to the academic program. The C. Elmer Leak room, a special audiovisual theatre and classroom, was completed somewhat later than the facilities in the rest of the building. It has proven to be an extremely valuable addition to the college, and the gift of the Leak family which made it possible is most appreciated. Formal ceremonies of rededication of Duke Memorial Hall were held on April 29, and the college was happy to have many members of the Duke and Lyon families, descendants of Benjamin N. and James B. Duke, with us for the occasion. Elton Trueblood was the featured speaker for the ceremony.

Archdale Hall, mentioned earlier, has been extensively remodeled to provide modern and attractive faculty offices. New heating and air-conditioning facilities were installed, and most offices have been panelled. The Hut, a building which over the years has been put to more different uses than any other building on campus, has been equipped as a student coffee shop. This facility has proven useful in providing a needed place for informal student meetings as well as for student entertainment groups which visit the campus. Further modernization and installation of needed laboratory equipment has been carried out in King Hall, Guilford's science building. The move of a number of non-science classes to Duke Memorial Hall has made it possible to devote more classroom space in King Hall to the sciences. Better and more extensive laboratory space, however, is still urgently needed, and the addition of a large wing to the rear of King Hall remains a high priority in Guilford's future building plans.

The construction of a 208 student dormitory for men is well along at the present time. The dormitory will consist of four units arranged in a quadrangle, and three of these units are presently under roof. It is expected that two of these units will be ready for occupancy in September, and that the remaining two will be ready in the late fall. When the remaining two are completed, men from Cox Hall will move in, and Cox Hall will be used as needed for faculty offices as well as for offices to house certain student activities.

English Hall, heretofore a dormitory for men, will be used as a women's dormitory for the coming year. This will make it possible to discontinue using Friends' Home as a dormitory, though

the college has made arrangements to have Friends' Home available until November 1 to provide for emergency housing needs in the event that the new dormitory is not ready for occupancy as anticipated. We at Guilford feel that the need during the last two years to shift students in and out of temporary quarters has somewhat resembled a game of musical chairs, and we are happy that we now have the prospect of a stable situation for at least the foreseeable future. We also regret the real inconvenience to students which this has occasioned, particularly for women.

The lack of adequate gymnasium facilities continues to be a problem at Guilford. There is need for a larger playing floor, for expanded locker room facilities, and for increased seating space to accommodate the growing following which Guilford has in basketball.

Campus lighting has been extended and improved, and a new power sub-station and distribution lines were built which approximately doubles the electrical capacity of campus primaries.

At the Downtown Campus, seven faculty offices were provided, and a classroom was converted to a computer center to house the 1620 data system and the teletype connected with Triangle Research Center computers. Two adjacent offices have been constructed for computer-related personnel.

Total current revenues for 1967-68 were \$2,606,111.35, representing an increase of 15.83 percent over the previous year.

**Finances** Educational and general expenses, excluding National Teaching Fellowships and Federal Grant programs, were up 27.09 percent. Increases in expenditure for instruction were 21.5 percent; for library expenses, 14.7 percent; and for general administrative expenses, including student services and Development expenses, 45.7 percent.

The value of the physical plant May 31, 1968 was \$6,901,548.00, an increase during the year of 21 percent. The book value of the endowment funds was \$3,436,356.60, an increase of \$292,329.76, or 9.3 percent. The market value of the endowment funds was approximately \$4,030,974.00. Endowment investments returned 4.49 percent net on the book value.

Student financial aid was administered by a committee of faculty and administration. Scholarships and grants were awarded to some 240 students in the amount of \$167,897.37 or 6.44 percent of total revenues.

In addition, National Defense Loan Funds advanced \$75,888.00 to 137 students, bringing the total such loans to Guilford students since the inception of the program to more than \$330,000.00. Federal Educational Opportunity grants totaled \$9,300.00.

## AUDITOR'S CERTIFICATE

*We have examined the Balance Sheet of Guilford College as of May 31, 1968, and the related statements of Revenues and Expenditures and Analyses of Fund Balances for the fiscal year then ended. Our examination was made in accordance with generally accepted auditing standards, excluding examination of public records pertaining to the titles of the plant assets, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.*

*In our opinion, subject to the qualification regarding plant assets, the accompanying Balance Sheet presents fairly the financial position of Guilford College at May 31, 1968, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.*

DAVENPORT, MARVIN & CAUDLE  
Certified Public Accountants

### GUILFORD COLLEGE Greensboro, North Carolina

#### BALANCE SHEET

May 31, 1968

#### ASSETS

##### CURRENT FUNDS

Cash on Hand and in Banks .....	\$ 448,848.71	
Accounts Receivable .....	24,225.34	
Notes Receivable .....	14,893.75	
Investments .....	134,474.80	
Inventories .....	7,362.54	
Cash Value — Life Insurance .....	26,759.66	
Constructoin in Progress .....	398,288.16	
		\$ 1,054,852.96
Add: Due from Other Funds .....		420,277.58
		\$ 1,475,130.54

##### LOAN FUNDS

Notes Receivable .....	\$ 28,530.95
Add: Due from Current Funds .....	49,016.77
	\$ 77,547.72

## ENDOWMENT FUNDS

Cash in Banks .....	\$ 40,474.57	
Cash on Deposit with Stock Broker .....	13,752.80	
Notes Receivable .....	331,394.39	
Funds Held by Others .....	32,562.86	
Stocks and Bonds .....	2,777,574.92	
Real Estate .....	238,880.42	
		\$ 3,434,639.96
Add: Due from Current Funds .....		1,716.64
		<u>\$ 3,436,356.60</u>

## PLANT FUNDS

Land .....	\$ 509,381.62	
Buildings .....	5,810,120.96	
Equipment .....	582,045.42	
		\$ 6,901,548.00
Less: Due to Current Funds .....		471,010.99
		<u>\$ 6,430,537.01</u>
TOTAL ASSETS .....		<u><u>\$11,419,571.87</u></u>

## LIABILITIES

### CURRENT FUNDS

Accounts Payable .....	\$ 250,128.76	
Funds Held for Governmental Programs .....	41,300.20	
TOTAL LIABILITIES .....		\$ 291,428.96

## FUND BALANCES

Current Funds — Restricted .....	\$ 400,107.19	
Current Funds — Unrestricted .....	783,594.39	
		\$1,183,701.58
Loan Funds .....	\$ 77,547.72	
Endowment Funds .....	3,436,356.60	
Plant Funds .....	6,430,537.01	
TOTAL FUND BALANCES .....		\$11,128,142.91
TOTAL LIABILITIES AND FUND BALANCES .....		<u><u>\$11,419,571.87</u></u>

# REVENUES AND EXPENDITURES—CURRENT FUNDS

Fiscal Year Ended May 31, 1968

## EXPENDITURES

		Percentage of Educational & General	Percentage of Total Expenditures
<b>EDUCATIONAL AND GENERAL</b>			
Administrative and General	\$ 533,009.50	25.59%	20.71%
Instruction	1,165,071.32	55.93	45.26
Federal Grant Programs	113,635.43	5.45	4.41
Dana Auditorium	12,141.36	.58	.47
Library	138,698.84	6.66	5.39
Maintenance	120,646.38	5.79	4.69
	<u>\$2,083,202.83</u>	100%	80.93%
<b>AUXILIARY ENTERPRISES</b>	<u>\$ 490,939.21</u>		19.07
<b>TOTAL EXPENDITURES</b>	<u><u>\$2,574,142.04</u></u>		<u>100%</u>

## REVENUES

		Percentage of Educational & General	Percentage of Total Revenues
<b>EDUCATIONAL AND GENERAL</b>			
Student Fees	\$1,469,103.85	72.52%	56.37%
Endowments	154,241.35	7.61	5.92
Donations	88,033.51	4.35	3.38
N. C. Yearly Meeting			
Appropriations	3,758.76	.19	.14
Collections on Accounts			
Charged Off	897.39	.04	.03
Dividends and Interest	40,350.62	1.99	1.55
Federal Grants	110,677.01	5.46	4.25
Salary Supplement Grants	42,500.00	2.10	1.63
Restricted Funds Released	76,274.88	3.77	2.93
Profit on Sale of Stocks	18,720.55	.93	.72
Miscellaneous	21,095.52	1.04	.81
	<u>\$2,025,653.44</u>	100%	77.73%
<b>AUXILIARY ENTERPRISES</b>	<u>\$ 580,457.91</u>		22.27%
<b>TOTAL REVENUES</b>	<u><u>\$2,606,111.35</u></u>		<u>100%</u>



## LOAN FUNDS

May 31, 1968

### FUND BALANCES

College Loan Fund .....	\$9,086.90
Masonic Loan Fund .....	627.45
Sara J. Swift Loan Fund .....	455.92
Philadelphia Loan Fund .....	3,486.53
Miles White Loan Fund .....	6,876.02
Elwood C. Parisho Memorial Fund .....	3,100.14
Y.W.C.A. Building Fund .....	526.28
Mebane Loan Fund .....	223.54
Advisory Board Loan Fund .....	271.53
Knight Memorial Loan Fund .....	1,737.57
Girls Aid Loan Fund .....	1,313.62
Margaret Watson Parker Loan Fund .....	83.02
James and Mollie Staunton Lowe Loan Fund .....	2,146.62
Vernon L. and Florence K. Brown Loan Fund .....	305.00
Rufus Jones Loan Fund .....	276.25
Addie Wilson Field Loan Fund .....	684.71
Westphal Loan Fund .....	2,658.82
Ora Cox Wilson Loan Fund .....	1,000.00
	<u>34,859.92</u>
Not Allocated .....	<u>42,687.80</u>
	<u><u>\$77,547.72</u></u>

## FINANCIAL POSITION

May 31, 1968, 1967, 1966

	May 31, 1968	May 31, 1967	May 31, 1966
Current Funds —			
Restricted .....	\$ 400,107.19	\$ 499,861.40	\$ 355,228.59
Current Funds —			
Unrestricted .....	<u>783,594.39</u>	<u>751,916.98</u>	<u>891,531.19</u>
	1,183,701.58	1,251,778.38	1,246,759.78
Loan Funds .....	77,547.72	77,947.31	74,941.57
Endowment Funds .....	3,436,356.60	3,144,026.84	2,788,585.99
Plant Funds .....	<u>6,430,537.01</u>	<u>6,094,137.09</u>	<u>5,426,054.40</u>
TOTALS .....	<u><u>\$11,128,142.91</u></u>	<u><u>\$10,567,889.62</u></u>	<u><u>\$9,536,341.74</u></u>

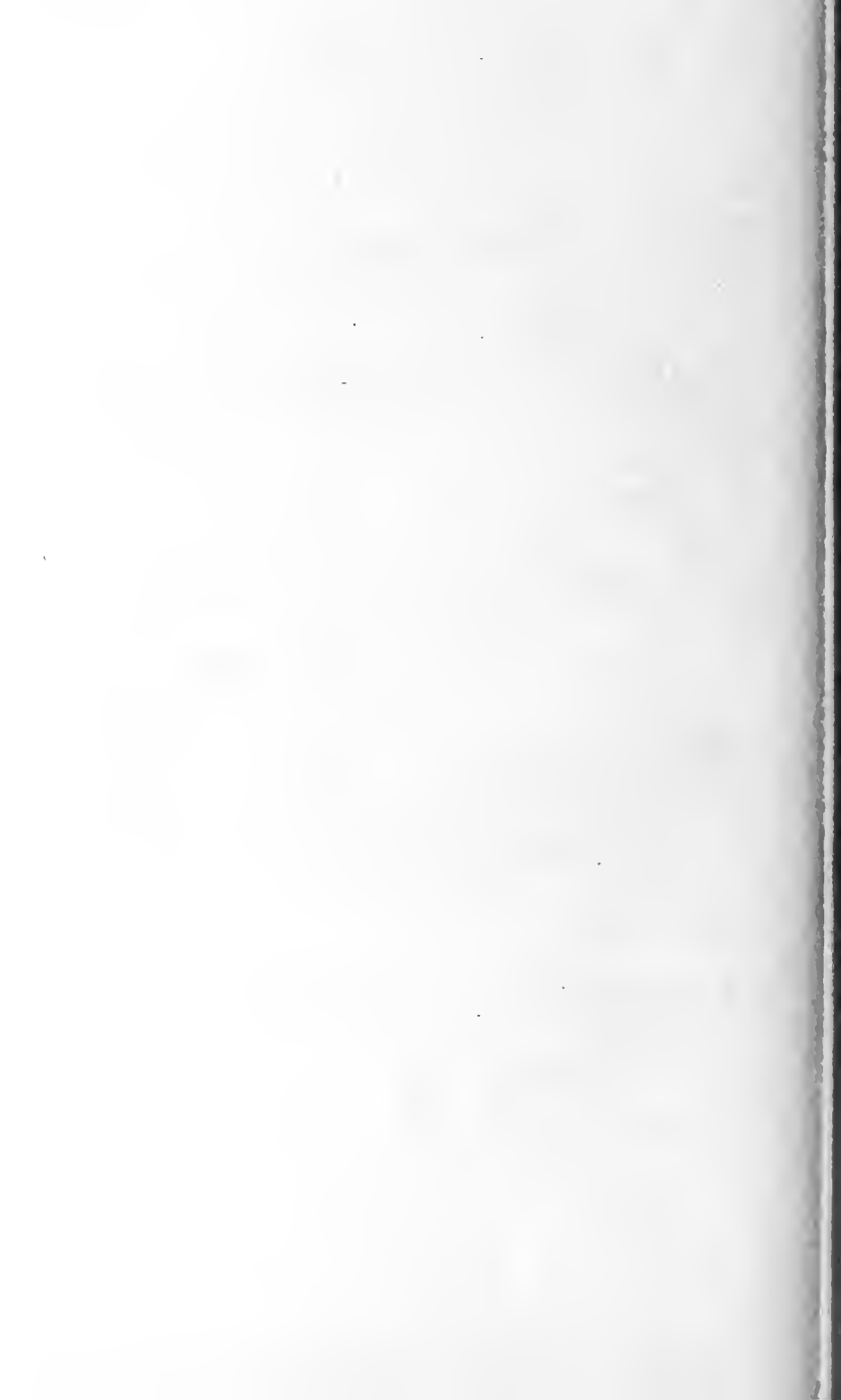
# ENDOWMENT FUND BALANCES AND INCOME May 31, 1968

	Fund Balances	Income
General Funds _____	\$ 275,563.05	\$ 17,292.25
Mary Reynolds Babcock Foundation Fund _____	100,000.00	4,490.00
Sarah E. Benbow Memorial Fund _____	1,000.00	44.90
Raymond Binford Memorial Professorship Fund _____	8,538.00**	383.56
Ida Bell Fund _____	1,929.10	86.61
Ada, Emma, Martha, and Elva Blair Memorial Fund _____	1,000.00	44.90
Augustine W. and Genevieve Mendenhall Flair Fund _____	1,000.00	44.90
Emma G. Booe Fund _____	700.00*	31.43
Addison and Mary Boren Memorial Fund _____	2,100.00	94.29
William T. Boyce Fund _____	3,294.00 R.I.	147.90
Blount Memorial Fund _____	3,500.00	157.15
Edwin P. Brown Scholarship Fund _____	2,500.00*	112.25
Carolina By-Products Company, Inc. Fund _____	1,250.00*	56.13
Barry Chapman Memorial Fund _____	450.00	20.20
Class of 1937 Scholarship Fund _____	103.65	4.65
Class of 1946 Fund _____	68.95	3.10
Cecil J. Cloud Fund _____	400.00*	17.96
George W. & Lucile B. Cobb Fund _____	10,000.00 R.I.	449.00
Ruth N. Coble Fund _____	1,000.00 R.I.	44.90
Annie Lois Henley Coltrane Fund _____	1,000.00	44.90
Annie M. Couch Memorial Fund _____	1,000.00	44.90
Josiah E. Cowles Memorial Fund _____	7,062.64	317.11
Elwood Cox Scholarship Fund _____	1,000.00*	44.90
Jonathan and Elizabeth Cox Fund _____	15,000.00	673.50
Joseph J. and Mary D. Cox Memorial Fund _____	4,500.00	202.05
J. S. and M. D. Cox Fund _____	5,000.00	224.50
Jeremiah S. Cox Fund (Cox Hall) _____	5,000.00	224.50
E. Franklin Craven and Minnie Phipps Craven Fund _____	129,929.13	5,838.18
Charles A. Dana Professorship Fund I _____	255,068.05	11,452.55
Charles A. Dana Professorship Fund II _____	133,190.00	5,980.23
Charles A. Dana Scholarship Fund _____	40,000.00	.00
Mary E. M. Davis Memorial Scholarship Fund _____	1,756.86*	78.90
J. Franklin Davis Fund _____	1,000.00*	44.90
Eula Dixon Fund _____	1,017.69*	45.70
J. Gurney Dixon and Thomas C. Dixon Scholarship Fund _____	1,000.00*	44.90
Nereus C. English Scholarship Fund _____	15,672.97*	703.72
Nereus C. English and T. R. English Fund _____	27,000.00	1,212.30
Virginia Boulding English Memorial Fund _____	1,000.00	44.90
Newton F. and Laura Farlow Fund _____	9,079.00*	407.65
Addie Wilson Field Loan Fund _____	5,000.00*	224.50
A. Brown Finch Scholarship Fund _____	12,894.65**	578.94
Jessica T. Fogle Scholarship Fund _____	10,000.00*	449.00
Ford Foundation _____	126,500.00	5,679.85

	Fund Balances	Income
Cyrus Pickett and Lucetta Churchill Frazier Memorial Fund .....	59,561.69	2,674.33
Cyrus Pickett and Lucetta Churchill Frazier Fund No. 2 .....	6,533.50 R.I.	293.33
Franklin G. Frazier Scholarship Fund ..	11,413.62*	512.44
Isaac Gravenor and Jane Cummins Frazier Fund .....	2,500.00	112.25
Melvina Armfield Frazier Scholarship Fund .....	1,000.00*	44.90
Adalia Taylor Futrell Scholarship Fund..	5,000.00*	224.50
Girls Aid Fund .....	1,752.91*	78.71
Girls Home Fund .....	6,040.83	271.20
Harriett Green Fund .....	12,389.48	556.26
Greensboro Advisory Board Scholarship Fund .....	7,650.00*	343.48
Greensboro Fund .....	22,788.08	1,023.18
John B. Griffin Scholarship Fund .....	1,625.00*	72.96
John B. Griffin Memorial Fund .....	500.00	22.45
J. Robert and Retta English Hardin Scholarship Fund .....	1,000.00*	44.90
Samuel L. and Evelyn M. Haworth Fund	751.25	33.72
L. A. Henley Fund .....	2,070.15	92.94
Ida Lowe Hicks Fund .....	3,000.00	134.70
Fowell B. Hill Fund .....	1,000.00	44.90
Nathan Branson Hill Fund .....	10,000.00	449.00
S. Addison and Laura Petty Hodgin Fund .....	68,744.42	3,086.60
A. P. Holliday Fund .....	6,761.02	303.57
Richard L. and Hettie Overman Hollewell Memorial Fund .....	25,000.00	1,122.50
Alsa C. and Emily S. Howard Scholarship Fund .....	37,774.20	1,696.05
Herbert and Virginia H. Howard Fund..	1,000.00 R.I.	44.90
Nathan Hunt Memorial Fund .....	1,500.00	67.35
David H. Jackson Fund .....	1,500.00	67.35
E. Daryl Kent Fund .....	1,000.00 R.I.	44.90
Thomas E. and Sally B. Kidd Fund .....	3,025.00 R.I.	135.82
Francis T. King Fund .....	5,000.00	224.50
Roxie Armfield King Fund .....	155,561.04*	6,984.69
Rufus King Peace Fund .....	47.45*	2.13
N. Era Lasley Scholarship Fund .....	2,009.84*	90.20
Library Fund .....	100,000.00	4,490.00
Ella Lindley Memorial Fund .....	5,000.00*	224.50
John C. Lindsay Memorial Fund .....	2,684.00**	120.51
William (Bill) G. Lindsey Scholarship Fund .....	3,005.61	134.92
The Jesse Dobson Long Fund .....	2,125.59	95.41
Grady E. Love Scholarship Fund .....	891.00*	40.00
Martha M. and J. Walter McLennan Fund .....	5,000.00*	224.50
Ezra Murray Meader Fund .....	500.00**	22.45
Elihu and Abigail N. Mendenhall Memorial Fund .....	12,350.00	554.52
N. Pauline Mendenhall Fund .....	1,000.00	44.90
Nereus and Oriana Mendenhall Mathematics Scholarship Fund .....	4,182.82	187.82
Richard Percy Mendenhall and Pearl Mendenhall Walker Memorial Fund .....	77,423.48	3,476.29
Merrill Lynch, Pierce, Fenner and Smith Fund .....	2,100.00	94.29

	Fund Balances	Income
Carolyn Borden Miller Fund .....	1,908.80 R.I.	85.71
Clyde A. and Ernestine C. Milner Fund .....	2,375.00*	106.64
Clyde A. and Ernestine C. Milner Fund (By Trustees) .....	13,500.00 R.I.	606.15
Clyde A. and Ernestine C. Milner Fund .....	11,775.00 R.I.	528.70
Ida E. Millis Fund .....	1,500.00	67.35
James Arnold Mitchell Memorial Scholarship Fund .....	14,000.00*	628.60
Colonel Robert Mitchell Fund .....	10,850.00 R.I.	487.16
The Ezra A. Moore Memorial Fund .....	1,020.00	45.80
New Garden Boarding School Fund .....	1,000.00	44.90
Algie I. Newlin Fund .....	3,835.00*	172.19
H. R. and Elizabeth Newlin Fund .....	1,500.00	67.35
Oliver Woodson Nixon Fund .....	25,000.00	1,122.50
Leora Sherrill O'Callaghan Fund .....	2,199.10*	98.73
Susanna Osborne Fund .....	1,000.00*	44.90
William F. Overman Fund .....	1,000.00*	44.90
William H. and Margaret Davis Overman Memorial Fund .....	8,911.07*	400.10
J. Wilmer Pancoast Fund .....	8,276.56*	371.59
Ellwood W. and Elizabeth S. Parker Fund .....	2,500.00**	112.50
D. Ralph Parker Memorial Room Furnishings and Equipment Fund .....	1,000.00**	44.90
David and Cora Worth Parsons Fund .....	6,424.00 R.I.	288.44
Harriett Peck Fund .....	1,000.00	44.90
Ann E. W. Peele Fund .....	500.00	22.45
Perpetual Savings and Loan Association Fund .....	2,000.00	89.80
Philadelphia Scholarship Fund .....	15,517.82*	696.71
Physical Education Fund .....	350.00	15.71
Dr. Russell Pope and Ethel A. Pope Fund .....	1,000.00	44.90
Amos and Martha Ragan Family Memorial Scholarship Fund .....	75,000.00*	3,367.50
Herbert T. and Elizabeth H. Ragan Fund .....	21,826.41*	
Serena L. Rees Fund for David Troll Rees Scholarship .....	4,764.03	213.90
David Troll Rees Fund .....	19,408.03*	871.40
John W. Register Fund .....	1,000.00	44.90
James Reynolds Fund .....	400.00	17.96
Charles C. Richardson Fund .....	1,000.00	44.90
Ricks Memorial Library Fund .....	10,247.24	460.09
Riverside Mfg. Company Scholarship Fund .....	12,500.00*	561.25
Josephine Leonard Robbins Memorial Fund .....	1,325.00	59.49
William Lee and Ruth C. Rudd Fund .....	3,050.00	136.95
Marion B. and M. Elisabeth Rustedt Fund .....	1,000.00	44.90
Harold and Mildred Leak Schiffman Fund .....	31,500.00 R.I.	1,414.35
Isaac Sharpless Memorial Fund .....	50.00	2.25
G. F. Seymour Fund .....	500.00	22.45
Margaret Cleo Seymour Fund .....	500.00	22.45
B. Clyde Shore Fund .....	3,076.85*	138.15
Elvira Lowe Smith Fund .....	5,775.00*	259.30
Elisha Thomas and Louisa Bradshaw Snipes Fund .....	8,321.75*	373.66

	Fund Balances	Income
Ethel Speas Scholarship Fund .....	91,754.44*	4,119.75
Donald M. Stafford Fund .....	1,500.00	67.35
Dr. James Horace Stimson Memorial Fund .....	1,827.03	82.03
Amos Stuart Fund .....	25,000.00*	1,122.50
Elbridge A. Stuart Fund .....	69,000.00	3,098.10
Margaret White Symmes Fund .....	1,000.00	44.90
Mary E. Starbuck and Ora Lee Tapscott Memorial Fund .....	425.00	19.08
Allen and Anna Tomlinson Memorial Fund .....	250.00	11.22
Martha S. Tomlinson Memorial Fund ..	600.00	26.94
Exum Unthank Memorial Fund .....	334.40	15.00
Fred L. Van Dolsen, Sr. Fund .....	5,640.25	253.24
Vick Scholarship Fund .....	5,000.00*	224.50
J. Curt and Gertrude Victorius Fund ..	9,000.00 R.I.	404.10
John K. Voehringer, Jr. Memorial Fund..	100,000.00	
J. M. Ward Fund .....	112,928.60**	5,070.47
Warren Byers Watkins Memorial Scholarship Fund .....	3,263.10*	146.50
John C. Whittaker Fund .....	500.00	22.45
Cora E. White Fund .....	500.00	22.45
Frances White Fund .....	5,000.00	224.50
George W. White Memorial Fund .....	1,000.00	44.90
George W. and Mary E. White Fund ....	5,000.00	224.50
Henryanna Hackney White Scholarship Fund .....	1,000.00*	44.90
Henryanna Hackney White Memorial Fund .....	10,000.00	449.00
Mary J. White Fund .....	150.00	6.73
Rufus and Lydia White Memorial Fund..	1,000.00	44.90
V. R. and Ruth Levering White Fund ....	1,000.00	44.90
Clara D. Willits Fund (Girls Aid) .....	31,095.39**	1,396.16
James B. Whittington Fund .....	9,375.00	420.94
R. L. and Alice B. Wolff Memorial Fund	4,150.00	186.33
William A. and Mabel Wolff Fund .....	132.50	5.93
John W. and Mary C. Woody Memorial Fund .....	500.00	22.45
Thomas Wesley Wooten Fund .....	50,000.00*	2,245.00
Laura D. and Lina E. Worth Fund .....	1,000.00**	44.90
V. Judson Wyckoff and Hilda M. Wyckoff Fund .....	20,000.00 R.I.	898.00
Vertrees J. Wyckoff Life Income Fund II— Variable Plan .....	17,000.00 R.I.	763.30
Yearly Meeting Fund .....	30,362.86**	3,643.54
TOTAL FUNDS ALLOCATED .....	\$2,863,304.95	\$128,500.37
Funds Balance Not Allocated .....	573,051.65	25,740.98
TOTALS .....	\$3,436,356.60	\$154,241.35
*Restricted for Scholarships .....		\$ 27,649.94
**Restricted for Other Educational Purposes .....		11,305.43
Unrestricted .....		108,649.32
SUB-TOTAL .....		\$147,604.69
R.I.—Reserved Life Income .....		6,636.66
		<u>\$154,241.35</u>



## FORM OF BEQUEST

I give and bequeath to Trustees of Guilford College, a North Carolina corporation, located at Greensboro, North Carolina, the sum of

\_\_\_\_\_ Dollars (\$\_\_\_\_\_),

which sum shall be used for such purpose as the Trustees may determine.

OR

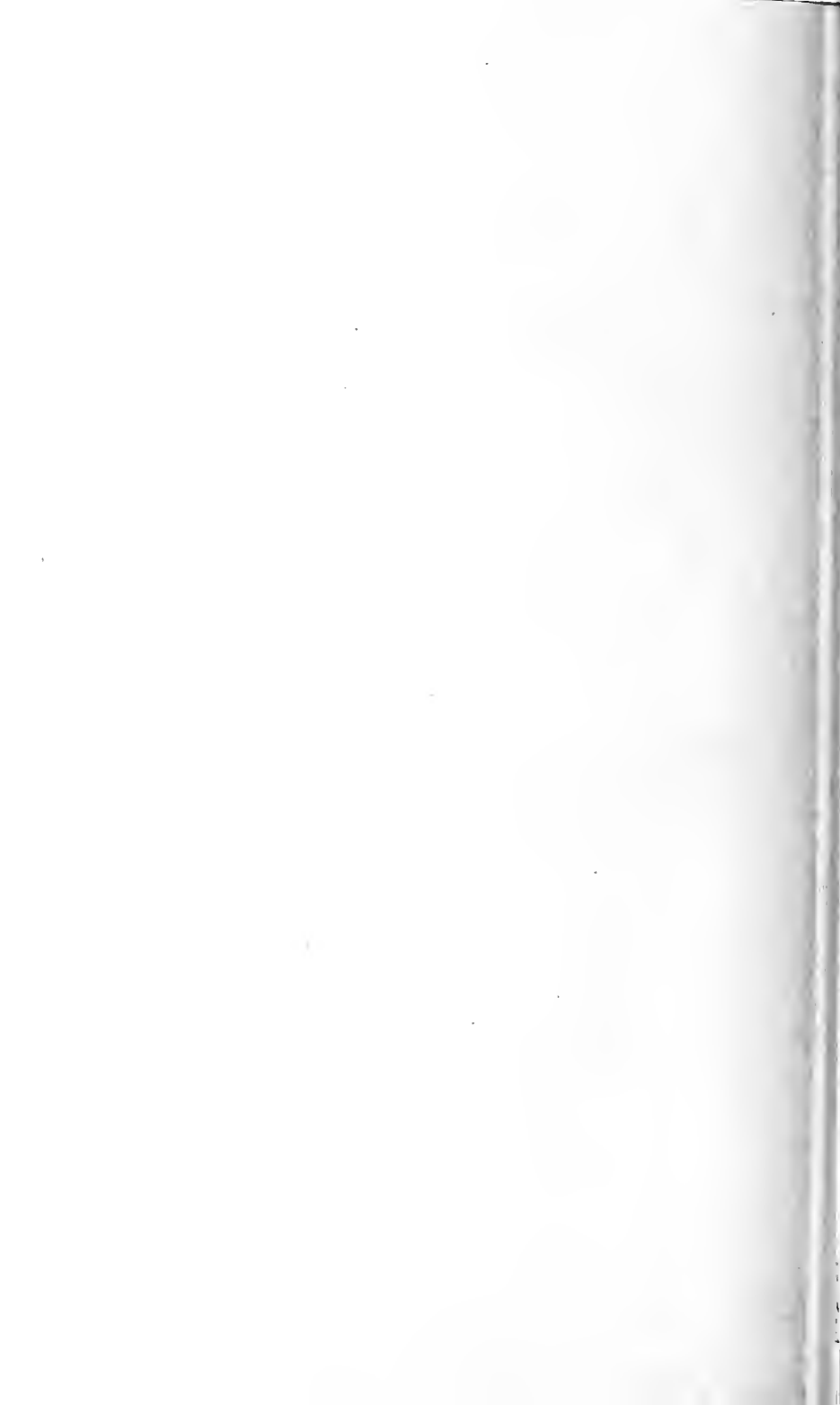
shall be held as an endowment to be known as the

\_\_\_\_\_

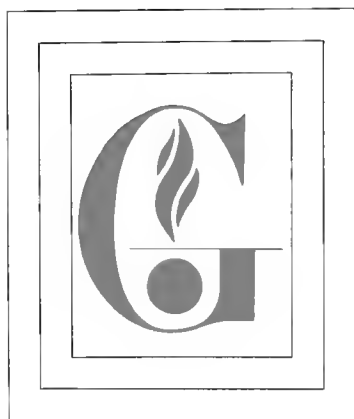
Endowment, with the income credited thereto to be used for

\_\_\_\_\_ or for such purpose as the

Trustees may determine.







GUILFORD COLLEGE BULLETIN

**REPORT OF THE PRESIDENT**

1968-1969

*Guilford College Bulletin* Volume LXIX (December, 1969) Number 5  
Published nine times a year by Guilford College, Greensboro, N.C. 27410  
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Two years ago, Guilford College began a program of critical self-evaluation. Serious, searching questions were raised.

What has Guilford been in the past? What should it strive to be two years hence? A decade?

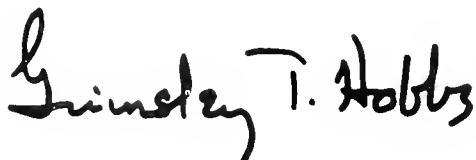
How can Guilford's traditional aims of education be given fresh and vital meaning in the challenging years ahead?

Can Guilford reasonably expect to maintain a role of creative and meaningful existence under the severe pressures which face small liberal arts colleges today? After 132 years is Guilford to perish?

The sobering effect of these first questions gave way to optimism as we worked on the plan which has subsequently emerged.

In seeking solutions, two things seem clear: (1) to remain a vital force in our society Guilford must be a challenging and imaginative center of learning, able to adapt to changing circumstances in our society, and to meet the needs of the modern student; (2) In addition, Guilford must contribute something distinctive in education based on her own dominant traditions.

Out of this intensive self-examination have come many important developments in Guilford's educational program. A number of these are bold and new, but all derive from a reinterpretation of goals which have long been a part of Guilford. This report sets forth Guilford's distinctive philosophy and program, its special way of defining a liberal education.

A handwritten signature in black ink, reading "Grimsley T. Hobbs". The signature is written in a cursive, flowing style with a large initial 'G' and a distinct 'T'.

/s/ Grimsley T. Hobbs  
President



Central to Guilford's educational philosophy is its Quaker tradition and its existence as a small personalized educational community. The customary Quaker emphasis upon simplicity of life, respect for the worth of individuals, peace, and social concern continue to characterize and undergird the College community. As a Quaker college, Guilford is fundamentally committed to the view that religious and moral issues are integral parts of the educational work of the college. In addition to helping students develop intellectually, an important part, the heart of Guilford's educational task is to assist students in finding a sense of meaning and purpose in their lives which they themselves see as valid.

Guilford is determined to maintain the advantages of a small college with the enrollment at the Main Campus limited to 1,000 students. Smallness, however, does not automatically guarantee advantageous learning opportunities. Paramount are the effectiveness of the total college program and the interest and energy of the faculty. Given a challenging educational program and stimulating professors, we at Guilford believe that small size is conducive to desirable personal relationships between faculty and students.

At its best education is a fellowship, a creative encounter in which persons of different ages and backgrounds, levels of preparation, and points of view share in the process of intellectual inquiry and thus enlarge each other's vision. (Where this encounter is honest and open, each person draws strength and maturity.) Vital colleges are genuine fellowships of learning.

## the new curriculum



Another distinctive characteristic of Guilford is to be found in the new curriculum, which has emerged after several years of intensive planning. Central in this process was the thought that a curriculum which fails to stimulate students to think about such fundamental issues as the nature of man and of the universe, about the basis of personal values, the nature of the good society and man's relation with other men is remiss in a very important dimension. Guilford's new curriculum attempts to pose such questions in a fundamental way.

The total curriculum is designed to provide an educational experience which has a clear relationship to the major problems of mankind. It stresses the interdependence of the various academic areas and is designed to encourage independent thought and study. The ultimate success of such a program is to be measured by the extent to which a student gains capacity for independent and sustained thought, critical analysis, open-mindedness, and self-evaluation.

The chief innovative aspects of the new curriculum come in the first year with "Man in the Twentieth Century," a two-semester course required of all freshmen, and in the junior year with two required courses dealing with non-Western subject matter. Course organization and subject matter in upper division major fields remain largely unchanged, although an increased amount of independent study is available.

"Man in the Twentieth Century" is problem-oriented and deals with a number of fundamental moral, psychological, social, political, religious, and environmental problems which face and challenge modern man. Taught by eight professors selected from various academic areas of the College, the course is designed as an investigation into the human condition. We believe it will produce a greater understanding of mankind as well as of the individual.

The "problem" emphasis stimulates students to develop some enduring interest and broad concern about man, thus giving meaning and direction to the remainder of their studies. Students see traditional academic disciplines in the context of

their engagement in these contemporary issues. This stimulates increased interest, as the academic areas are seen as relevant to individual career and life goals.

The syllabus for this course was put into its final form by a team of four faculty members attending a Danforth Foundation-sponsored conference in Colorado last summer. Guilford College is grateful to the Danforth Foundation for making possible the completion of this important work with the help of the highly qualified resource advisors provided by the conference.

Though the contemporary problems approach is followed in the freshman year, many upper division courses retain their conventional structure. Upper division students, however, have greater flexibility in satisfying their degree requirements through various combinations of lectures, seminars, supervised individual study, and special projects.

## off-campus study

Various short- and long-range off-campus seminar and independent study programs last year proved to be one of the most successful curriculum innovations. For the first time, one hour of credit could be earned by participating in week-long seminars. We held two seminars in New York City, one in Washington, D.C., and one in St. Petersburg, Florida. Participants showed high interest and enthusiasm.

The Seminars Abroad Program was larger this past summer than ever before, with fifty students from various colleges taking part. We are concerned, however, to have more Guilford students participate.

Guilford and the University of North Carolina at Greensboro cooperated in a Summer School in England for the first time last summer. It carried six hours of credit—three in English literature and three in English history.

These off-campus programs provide important learning experiences not available on the Guilford campus and allow students to interrelate campus and classroom experiences with experiences gained in other parts of the world. All off-campus programs are consolidated in one office for the 1969-70 academic year.



# the richardson program



The Richardson Fellows Program has completed its first full year of operation at Guilford College. Established in the spring of 1968 under a \$100,000 grant from the H. Smith Richardson Foundation, it seeks to identify, to attract, and hopefully to retain in North Carolina young people with a clear potential for creative leadership in the areas of business, government, the professions, and public service.

The program of the Richardson Fellows in the past year included: a special seminar; opportunities to meet business, professional, government, and public service leaders in small, informal groups; the opportunity to pursue independent study under faculty supervision; and special internships with various organizations having a bearing on the students' career objectives.

The internships, in particular, were highly successful. They exposed students to real-world problems and helped them to assess what is relevant in their on-campus studies. Several internship experiences changed the course of student lives. Many students made quite important contributions to the institutions which they served.

Sophomore Fellows are assisting in various discussion groups of the "Man in the Twentieth Century" course required of regular freshmen, and are continuing their internships and independent study choices.

Richardson Fellows have exercised a good influence on the general academic tone of the campus, and several Guilford professors have profited from the open and problem-oriented approach characterizing the Richardson program.

Guilford College is extremely fortunate to have this remarkable opportunity afforded by the Richardson Foundation. The ability to provide this distinctive educational opportunity has helped Guilford both to recruit and to retain certain excellent students who otherwise might have chosen another college.



## black studies

During the past year various members of the College administration discussed with Guilford's black students their interest in courses dealing with Afro-American history and culture, plus a greater emphasis in certain existing courses upon contributions made by black people. The requests made during these meetings were thoughtful and well presented. As a response, Guilford plans to offer a course in African history and also a course in black literature. Guilford is fortunate to be able to draw upon the additional resources of Bennett College, a predominately Negro college and a member of the Greensboro Tri-College Consortium, in offering these opportunities to Guilford students.



## the tri-college consortium

The Tri-College Consortium is an arm of Greensboro, Bennett, and Guilford Colleges, all in Greensboro. Its purpose is to coordinate certain academic programs in order to strengthen small departments, to reduce unnecessary duplication of effort and expense, and to extend the number and variety of courses open to students at each college.

After two years the Consortium is beginning to have an impact on the College's academic program. Last year, 113 students took courses on a campus other than their own. Exchange of professors has begun. The three colleges also are co-operating in the offering of majors, library services, and a joint summer school.

It has become apparent that if students are to make full use of the opportunities available through the Consortium, there must be a joint catalog containing a complete listing of courses. Steps toward preparing such a joint listing are being studied. Transportation is another problem which has direct bearing on the success of the Consortium. Since many students do not have cars, some common carrier is vitally needed.



Initial money for the Consortium came from two grants from Title III of the Higher Education Act of 1965, and from grants by the Danforth Foundation and the Methodist Board of Higher Education. Frederic Crownfield, former Chairman of Guilford's Department of Religion, became full-time director of the Consortium January 1, 1969.

## downtown campus

The 1968-69 enrollment in all programs at the Downtown Campus was 1,689, including the 1968 summer school. Enrollment the previous year was 1,895.

Two new programs developed during the past year include a two-year Associate of Arts in Business Education curriculum and a Law Enforcement Program leading to a two-year Associate of Arts degree or a four-year Baccalaureate degree.

The Business Education courses are designed to prepare students for careers as executive secretaries and administrative assistants. Emphasis is placed upon improving typing and shorthand skills, accounting, and communications in business; students also define basic economic and accounting problems as well as learn the use of electronic equipment. In addition, the student completes fifteen hours of general academic courses in the field of sociology, political science, religion, philosophy, and physical sciences.

The Business Education Program is arranged so that students may work and study at times that suit their schedules. Some firms are making special work-study scholarships available to qualified and interested students. These scholarships assist materially with the cost of education and provide for reduction in work schedules, so that the program can be completed more rapidly.

A request from the City of Greensboro Police Department led to the development of the Law Enforcement Program. Further education through college degree

programs designed specifically for law enforcement personnel was seen as an important key to continuing satisfaction and advancement in law enforcement.

With an active student recruitment program at the Downtown Campus already underway, increased enrollment is expected during the current academic year.

## libraries



Guilford College libraries grew at an unprecedented rate of 18 percent during 1968-69. During the report year, 13,473 volumes were added to the libraries as compared with 11,399 the previous year. The Campus Library now houses 100,871 volumes and the Downtown Campus Library 20,510, a total of 121,381 volumes.

Published figures show that Guilford ranks eleventh in the state in total library resources and eighth in the state in the number of volumes per student.

Circulation was some 4,000 volumes higher in 1968-69 than the year before. Home circulation increased markedly in several areas while reserve book circulation decreased slightly, indicating more independent reading and research and less "spoon-feeding."

Meeting minimum library accreditation standards is no longer the problem it was several years ago. Guilford has passed well beyond that frontier and now approaches another of being one of the truly outstanding senior college libraries in North Carolina.

Organization of the library's Quaker Collection improved greatly. Aided by a Mary Duke Biddle Foundation grant, the staff reorganized many miscellaneous papers, wills, deeds, and other irreplaceable documents belonging to the collection, making them more accessible. Inventory uncovered many items which had lain all but hidden for years.

As well as paying salaries, the Biddle Foundation grant made possible significant additions and the printing and distribution of the Collection's first publi-



cation, Henry Cadbury's *Journal of William Hunt's Visit to Europe 1771-1772* together with *William Hunt—A Memoir*. Guilford is pleased to report another Bidle Foundation grant for the present year.

For the third year the Guilford libraries received grants under Title II-A of the Higher Education Act of 1965. The Main Campus library received a basic grant of \$5,000 which was used to purchase materials to support non-Western studies in economics, history, philosophy, political science, religion, and sociology. The Downtown Campus Library received a supplemental grant of \$1,798 which was used to purchase books in all categories.

The College's association in the Tri-College Consortium has numerous implications for its libraries. Through the Consortium's programs the libraries are participating in at least seventeen cooperative library projects which hold some mutual economic or bibliographic importance. Consolidated lending codes and personnel exchanges have already been established. Other projects are planned, including improved circulation systems, coordinated acquisitions, collection building in specialized areas such as Afro-American Studies, and centralized technical processing. Courtesy loan privileges make the resources of the three libraries available to all students, faculty, and staff.

Herbert Poole, Director of Libraries at Guilford College, was appointed coordinator of the consortium college libraries January 1, 1969.



## FIVE-YEAR TOTAL HOLDINGS RECORD

1964/65	74,275
1965/66	83,769
1966/67	98,807
1967/68	109,300
1968/69	121,381

## LIBRARY STATISTICAL REPORT

### *Campus Library*

#### Volumes Held

June 1, 1969

Books and Bound Periodical Volumes	84,422
Clippings	2,841
Curriculum Guides	865
Filmstrip Manuals	106
Filmstrips	309
Framed Prints	87
Maps	121
Microcards	150
Microfilm Reels	1,673
Pamphlets, Documents, College Catalogues	4,922
Phonograph Recordings	774
Textbooks (Curriculum Materials Center)	778
Theses	3,823

Sub-Total 100,871

### *Downtown Campus Library*

Books	16,283
Bound Periodical Volumes	335
Filmstrip Manuals	5
Filmstrips	5
Pamphlets	3,565
Paperback Volumes	317

Sub-Total 20,510

TOTAL 121,381

## programs and personnel

Guilford initiated new course requirements this past year in the Economics and English Departments, strengthening both areas, and now offers a major in geology and earth sciences. A major in art is in effect this year in conjunction with Greensboro College, where Guilford's art majors take about fifty percent of their art courses.

A new publication sponsored by Guilford's Mathematics Department is noteworthy. The first issue of the *Journal of Undergraduate Mathematics* came out this spring under J. R. Boyd's editorship. An anonymous gift made possible the publication of two enthusiastically received issues. The Mathematics Department is to be congratulated for this imaginative and worthwhile venture.

Cyrus Johnson, formerly Associate Professor of Sociology, is the new Chairman of the Department of Education, replacing Harold Bailey who retired in June. George L. Gansz is the new Chairman of the Department of Music. George Gansz has extensive experience in teaching as well as in choral and instrumental conducting. We anticipate extensive reorganization and strengthening of both departments.

Under Guilford's policy to rotate departmental chairmen every three years where feasible, Josephine Moore replaced Edward Burrows as Chairman of the Department of History; Daryl Kent replaced Carroll Feagins as Chairman of the Department of Philosophy; and Paul Zopf replaced David Stafford as Chairman of the Department of Sociology. Other departments retained their former chairmen.

Any liberal arts college's greatest strength lies in a stable and professionally-minded faculty, representing a healthy blend of scholarship, humanitarian concerns, and a commitment to teaching. The three qualities must exist together. Guilford College is making steady progress toward the development of this kind of faculty. Of eighty-one full-time faculty members, thirty-two (or 39.5 percent) hold earned doctorates. Another eighteen are doctoral candidates or have completed major portions of their doctoral studies. The nine new faculty appointments made during the last year have been of exceptionally high calibre. Their academic preparation and professional experience were gained at outstanding colleges and universities from a wide geographical area.





The last several years at Guilford have been marked by an increasing amount of published research by faculty members, and by greater participation in professional meetings and panels. At least eight faculty members presented scholarly papers or participated in regional, national, or international meetings. Two textbooks by faculty have recently been completed and are being published.

## recognized needs



*Faculty Salaries* While Guilford is competitive at the lower faculty ranks, salaries remain a problem at the associate and full professor levels. Scales of the upper ranks must be raised, or the College will not continue to attract and retain teachers of the calibre it desires. Last year, Guilford was in the top five percent of American colleges and universities in the increase of faculty salaries over 1966-67, but Guilford still has a long way to go to be a major competitor for top teaching talent.

*Study-Leaves* Guilford must make active plans to grant periodic study-leaves to the faculty. They are needed to keep faculty informed and up-to-date in their respective academic fields. Such a practice will also help keep Guilford competitive in attracting and retaining desired faculty members.

*Teaching Load* The nine-hour teaching load (three courses per semester) is standard at many first-rank colleges. This relates directly to excellence in teaching and poses a problem to Guilford from a competitive standpoint. It seems that with a study-leaves program, we could postpone abridgment of teaching load for a limited period.

*Campus Facilities* Guilford needs a women's residence hall, a men's residence hall, an additional lounge area in Binford Hall, a student center, an extension and renovation of King Hall for the sciences, and an expanded physical education center.

*Student Aid* Guilford needs additional funds to provide scholarships and grants-in-aid to students.



*Academic Life* The College needs money for implementing the new curriculum, strengthening the Department of Education, and continuing the non-Western Studies and Off-Campus Study Programs.

*Faculty Secretarial Assistance* While improved, this assistance is far from adequate. We need part-time faculty secretarial help in Dana, King, and Cox Halls. Such services free faculty time for teaching, study, and counseling with students and therefore is a definite asset to the educational program.

*Telephones* Guilford needs a larger telephone system. Adequate campus communication is a problem. Departmental chairmen presently must provide an "answering service" for staff members, which seems a poor use of their time and talents.





## admissions and enrollment

The Admissions staff worked effectively to improve the quality as well as the heterogeneity of the class entering in the fall of 1969. The 300 freshmen were chosen from among approximately 1,000 applicants. As usual, North Carolina, Maryland, and Virginia account for a majority of freshmen acceptances, but new interest is being shown by students from Vermont, Utah, Michigan, Nebraska, Illinois, and Indiana, along with greater numbers of applications from Ohio, New York, New Jersey, Connecticut, Massachusetts, Delaware, and Pennsylvania.

In evaluating applications, the Admissions staff and its faculty committee emphasized the importance of class rank and overall high school record and de-emphasized somewhat the value of SAT scores. Of this year's freshman class, 52 percent were in the upper 1/5 of their high school graduating classes, 26 percent in the second fifth, and 14 percent in the third fifth (or middle). Only 8 percent ranked below the middle of their class. Even with de-emphasis in these criteria, the average SAT score increased to over 1070.





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## ENROLLMENT

1968-69

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	First Semester	Second Semester	Average Full-time Equivalent
Main Campus	1,059	986	1,002
Downtown Campus	542	502	333
	<u>1,601</u>	<u>1,488</u>	<u>1,335</u>

## GRADUATES

	August 1968	June 1969
A.B. & B.S.	55	260
M.A.	—	3
A.A.	—	1



## student services

Due to the increasing variety of student interests, the College developed new services to meet the needs of students.

More students received vocational and personal testing and counseling last year than the year before. Appointment of a part-time consulting psychiatrist greatly improved the availability of personal counseling. Of the thirty-nine students who made campus appointments with him, only four failed to complete the school year.

Head residents for men have been engaged in recruiting and training student counselors to assist in improving living conditions and behavior in the men's residence halls. The ultimate goal is to give greater emphasis to scholarship and to provide opportunities leading to personal growth and attitude development.

An in-service training program last year for women and head residents emphasized the understanding of various student behavioral problems. The Associate Dean of Students and the Women's Student Council worked to establish a better and more representative system of women's residence hall government.

## student activities

The student activities program offers students an educational laboratory which allows them to plan and conduct their activities. The College provides guidelines for effective planning, execution, and evaluation.

Over forty organizations are recognized on campus, providing a variety of challenges for members. Much leadership development is evidenced as students plan and carry out such programs as bloodmobile drives, symposiums, faculty discussions, panels, art shows, forums, concerts, lectures, publicity and printing, arrangements for drama productions, radio station activity, orientation for new students, recreation, movie festivals, movie series, and parents weekend.

During the year more than thirty speakers, including professors, scientists, politicians, correspondents, writers, city planners, and others, appeared on the campus under the auspices of the Convocations Committee. A highly successful Arts Series consisting of concerts, speakers, films, and art exhibits was also presented.

The Student Union Board, sensitive to campus needs, planned activities to help make education more relevant for the student body. The Board also sponsored a retreat for campus leaders, sent delegates to two regional meetings, and worked with students from other nearby colleges on joint programs.

An ad hoc committee spent much time studying the urgent need for a student union facility.

## financial aid and placement

Financial aid counseling reached new importance for students last year with the appointment of a director on a regular basis. This was one of the most improved services for students, who last year received \$299,600.80 in financial aid outside of family support. Some form of financial help went to 32 percent (427) of the average number of full-time-equivalent student enrollment (1,335).



Assistance from College-administered funds, grants, scholarships, and loans totaled \$260,000 awarded to 366 students. The National Defense Student Loan program provided the largest amount of funds—\$81,150 to 149 students, an average loan of \$544.63. The College provided one-ninth of that amount with the remainder coming from federal funds. Since the inception of the NDSL program, Guilford students have received \$403,420.57.

Thirty-six students indicating severe financial need received Educational Opportunity Grants totaling \$13,813. Scholarships and grants went to 305 students in the total amount of \$179,450.80. This does not include tuition waivers for faculty children nor tuition exchange arrangements.

Placement activity increased considerably over the 1967-68 year of partial operation. Seventy percent of all graduating seniors from both campuses filed permanent placement folders with the Placement Office. The College arranged 476 on-campus interviews for 78 companies and school systems.





## voluntary support

Guilford College received \$391,571 from 1,570 alumni and friends during the year ending May 31, 1969. Pledges to the Loyalty Fund alone totaled \$64,884.57, which was 108 percent of the \$60,000 goal.

Guilford has benefited through major gifts from the Esso Education Foundation, which gave \$5,000 toward a new science wing for King Hall, and from other corporate sources including Burlington Industries, Inc., Jefferson Standard Life Insurance Company, Carolina Yarn Association, Oakdale Cotton Mills, Perpetual Savings and Loan Association, Western Electric Company, Mitchell-Fry Insurance Agency, and a considerable number of companies which have established matching-gift programs for their employees. The College continued to receive an increment from the faculty salary grant from the North Carolina National Bank Foundation.

The Charles A. Dana Foundation granted Guilford \$100,000 toward construction of a new science wing for King Hall. The Mary Duke Biddle Foundation continued its support of the library's Quaker Collection with a \$2,500 grant. The Sigmund Sternberger Foundation gave \$2,000 toward student scholarships. The Doak Finch Foundation awarded \$6,500 toward the A. Brown Finch Scholarship Fund. The Ivy Fund gave \$1,000 again this year through the Loyalty Fund. The College continued to receive increments from grants previously reported from the Elbridge Stuart Foundation and the H. Smith Richardson Foundation for faculty salaries and the Richardson Fellows Program, respectively.

Other gifts to Guilford College during 1968-69 include major gifts from George D. Finch toward the A. Brown Finch Scholarship Fund, Alyse Smith Cooper toward the Elvira Lowe Smith Scholarship Fund, and DeArmond Moore and





Charles Moore toward the William Lee Rudd Scholarship Fund. Other major gifts were received for various purposes from Herbert T. Ragan, Eunice A. Parker, Harvey L. and Mary Walton Johnson, Margaret E. Long, Robert H. and Florence Frazier, Henry G. Hood, Edwin P. Brown, Ed Mendenhall, Hugh and Alma Chilton Moore, Seth C. and Hazel M. Macon, W. Linwood Beamon, David and Cora Worth Parsons, the High Point Monthly Meeting of Friends, and the Goldsboro Friends Meeting.

## buildings and grounds



Construction was completed on Guilford's newest dormitory in the fall of 1968. The building housing 208 men students is located in the center campus west of Milner Hall. The dormitory is arranged in suites of four double bedrooms and a central lounge, with a common bath area. One of the four main units of the building has two apartments for head residents, and a lounge with kitchenette and service facilities.

With the completion of the new dormitory, students moved out of Cox Hall and offices were created there for faculty members, the Richardson Program, and various student activities. These offices are temporary, representing a stop-gap measure to supply needed facilities until such time as permanent facilities are constructed.

The Virginia Ragsdale House, the home of the President, was greatly enhanced by the addition of a large lounge and general purpose room, the rebuilding and enlargement of the kitchen, and by added bath and storage facilities. This addition, conforming to the design of the original building, has increased the variety of occasions which can be conducted at the president's home.

The basement of Founders Hall dining room was reworked and refurnished to provide a much improved student recreation area, soda shop, and additional dining space. Improvements also were made in the gymnasium building, particularly in the

main lounge which was refurnished in the memory of Dr. Harry L. Johnson. Two new tournament grade all-weather tennis courts were constructed in the area north of the gymnasium.

Campus lighting has been again extended, and additional telephone services have been installed.

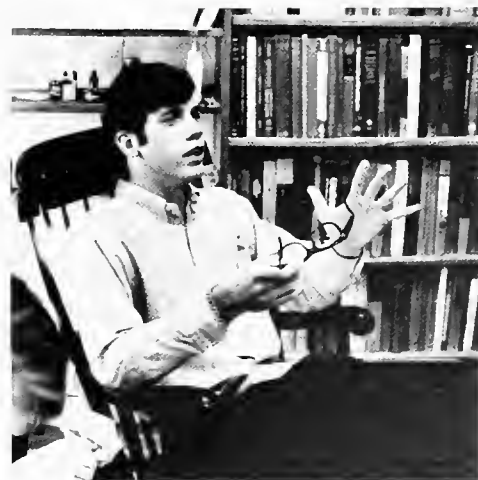
## board of trustees

The fundamental directions which a college takes and the quality of vigor of the educational program it offers result from decisions which only the Board of Trustees can make. Several major decisions in the past year will do much to insure that Guilford will continue to develop as a college of high academic standards and with an educational program with relevance to contemporary problems and needs of mankind. One of the initial tasks was to devise a statement of major goals—educational and otherwise—which would both define and unite the whole educational community. This was accomplished, and it has been approved both by Trustees and faculty.

After searching deliberation the Board voted in April to increase the number of Trustees from eighteen to twenty-four and to allow six of these to be chosen without regard to religious affiliation. Prior to this action, all Board members were required to be members of the Society of Friends.

Following this action, Seth Macon '40 and Linwood Beamon '32 became trustees of Guilford College on June 1, 1969, and Isaac Harris '41 became Guilford's eighteenth Quaker trustee. All three previously had been trustee counselors. Four positions on Guilford's Board of Trustees are presently open and may be filled by non-Friends.

In no sense does this action represent a weakening of the Board's determination that Guilford remain a Quaker college. Rather it was a decision to involve



the interest and leadership of those who may be outside the Society of Friends in helping Guilford achieve fullest potential as an educational institution of note within its own dominant traditions.

## board of visitors

After announcing last year the organization of the Guilford College Board of Visitors, the College chose ninety-one members from among distinguished civic, business, professional, educational, and religious leaders. Members act as an advisory body to Guilford administrators and trustees and serve as ambassadors of good will for the College.

Edwin A. Bescherer, Executive Director of Bell Telephone Laboratories in North Carolina, is Chairman of the Board of Visitors for 1968-69. Other officers serving on the Executive Committee are John Harden, Vice Chairman; Stanley Frank, Secretary; and committee members-at-large Arnold Schiffman, C. O. Jeffress, William A. Tomlinson, and Herbert T. Ragan '37.

The work of the members of the Executive Committee as well as the general participation of the Board members is much appreciated by all at Guilford.





## guilford's future

The last three years have been a period of change in the life of Guilford College. During this period Guilford appreciably strengthened its faculty, raised admissions standards, and initiated new programs. A certain degree of uneasiness about new directions and new policies was therefore inevitable.

Even with these pressures added to those which are the regular part of a college's ongoing operation, Guilford has had a remarkably creative and positive year.

The College community is composed of many intellectually acute and creative members, both among the faculty and student body. We value their right to express differences of opinion and often have gained greater understanding of issues from hearing such opinions. I have been greatly impressed by, and appreciative of, the responsible and sensitive manner in which both faculty and students have made these contributions. Requests went through appropriate committees, helping greatly to minimize frictions and misunderstandings. There is a real and growing appreciation for our efforts to use the Quaker principle of consensus in dealing with issues.

What we desire most is to have a responsible involvement of all elements of the Guilford community. Where each has the good of the College community *as a whole* in mind, and respect the opinions and judgment of others, there seems little doubt that differences can be settled amicably with a growing understanding of the total dimensions of the opportunities and problems confronting us.

A certain amount of controversy can have a positive and salutary effect upon the life of an institution. Such differences are one of the major constructive forces of academic life and may be an essential factor in keeping our sensibilities and sensitivities honed to an effective edge in social policy, as well.

My hope is that at Guilford, sensitivity to the views of others and adherence to the philosophy of consensus may continue to be one of the major fruits and evidences of our fundamental commitment to Quaker principles.

*GUILFORD COLLEGE Greensboro, North Carolina*  
**COMPARATIVE CONSOLIDATED BALANCE SHEET**  
*Fiscal Year Ended May 31, 1969*

**ASSETS**

*Current Funds*

	<i>1968</i>	<i>1969</i>
Cash on Hand and in Banks	\$ 448,848.71	\$1,061,484.11
Accounts Receivable	24,225.34	28,558.82
Notes Receivable	14,893.75	11,082.35
Investments	134,474.80	123,734.80
Inventories	7,362.54	4,596.33
Cash Value — Life Insurance	26,759.66	27,859.66
Construction in Process	398,288.16	1,440.00
	<hr/> 1,054,852.96	<hr/> 1,258,756.07
Add: Due from Other Funds	420,277.58	354,449.81
	<hr/> <b>\$ 1,475,130.54</b>	<hr/> <b>\$ 1,613,205.88</b>

*Loan Funds*

Notes Receivable	28,530.95	34,276.13
Add: Due from Other Funds	49,016.77	46,177.22
	<hr/> <b>77,547.72</b>	<hr/> <b>80,453.35</b>

*Endowment Funds*

Cash in Banks	40,474.57	25,625.20
Cash on Deposit with Stock Broker	13,752.80	76,211.75
Notes Receivable	331,394.39	340,034.63
Funds Held by Others	32,562.86	32,562.86
Stocks and Bonds	2,777,574.92	3,023,120.84
Real Estate	238,880.42	59,215.38
Accounts Receivable		1,238.55
	<hr/> 3,434,639.96	<hr/> 3,558,009.21
Add: Due from Other Funds	1,716.64	120,662.92
	<hr/> <b>3,436,356.60</b>	<hr/> <b>3,678,672.13</b>

*Plant Funds*

Land	509,381.62	308,299.34
Buildings	5,810,120.96	6,789,044.89
Equipment	582,045.42	656,589.94
	6,901,548.00	7,753,934.17
Less: Due to Current Funds	471,010.99	
Deduct: Due to Other Funds		521,289.95
	<hr/> <b>6,430,537.01</b>	<hr/> <b>7,232,644.22</b>
	<hr/> <b>\$11,419,571.87</b>	<hr/> <b>\$12,604,975.58</b>

## *LIABILITIES*

### *Current Funds*

Accounts Payable	\$ 250,128.76	\$ 182,493.21
Funds Held for Governmental Programs	41,300.20	19,240.15
<i>Total Liabilities</i>	<b>\$ 291,428.96</b>	<b>\$ 201,733.36</b>

### *Loan Funds*

.00

### *Endowment Funds*

.00

### *Plant Funds*

Note Payable	790,000.00
<i>Total Liabilities</i>	<b>991,733.36</b>

## *FUND BALANCES*

Current Funds — Restricted	400,107.19	555,057.30
Current Funds — Unrestricted	783,594.39	856,415.22
	1,183,701.58	1,411,472.52
Loan Funds	77,547.72	80,453.35
Endowment Funds	3,436,356.60	3,678,672.13
Plant Funds	6,430,537.01	6,442,644.22
<i>Total Fund Balances</i>	<b>11,128,142.91</b>	<b>11,613,242.22</b>
<i>Total Liabilities and Fund Balances</i>	<b>\$11,419,571.87</b>	<b>\$12,604,975.58</b>





# REVENUES AND EXPENDITURES—CURRENT FUNDS

*Fiscal Year Ended May 31, 1969*

## EXPENDITURES

<i>Educational and General</i>	<i>1968</i>	<i>1969</i>
Administrative	\$ 533,009.50	\$ 591,572.24
Instruction	1,165,071.32	1,022,414.43
Dana Auditorium	12,141.36	
Library	138,698.84	162,760.90
Maintenance & Operation of Educational Plant	120,646.38	152,451.80
Federal Grant Programs	113,635.43	93,652.86
	<u>\$2,083,202.83</u>	<u>\$2,022,852.23</u>
<i>Student Financial Aid</i>		
Scholarships and Grants		132,903.03
<i>Auxiliary Enterprises</i>	<u>490,939.21</u>	<u>571,697.65</u>
<b>Total Expenditures</b>	<b>\$2,574,142.04</b>	<b>\$2,727,452.91</b>

## REVENUES

<i>Educational and General</i>		
Student Fees	\$1,469,103.85	\$1,624,640.30
Endowment	154,241.35	126,384.25
Donations	88,033.51	117,667.55
N. C. Yearly Meeting Appropriations	3,758.76	3,816.72
Collections on Accounts charged off	897.39	2,848.39
Dividends and Interest	40,350.62	37,096.18
Federal Grants	110,677.01	52,760.90
Salary Supplement Grants	42,500.00	20,000.00
Restricted Funds Released	76,274.88	10,806.56
Profit on Sale of Stocks	18,720.55	4,110.41
Miscellaneous	21,095.52	26,543.80
	<u>\$2,025,653.44</u>	<u>\$2,026,675.06</u>
<i>Student Financial Aid</i>		
From Restricted Endowment Income		27,653.01
From Athletic Grants		10,852.84
		<u>\$ 38,505.85</u>
<i>Auxiliary Enterprises</i>	<u>\$ 580,457.91</u>	<u>695,693.48</u>
<b>Total Revenues</b>	<b>\$2,606,111.35</b>	<b>\$2,760,874.39</b>

## board of trustees

EDWIN P. BROWN, *Chairman*  
 RUFUS WHITE, *Vice Chairman*  
 BYRON A. HAWORTH, *Secretary*  
 HORACE S. HAWORTH, *Treasurer*

RUTH NEWLIN COBLE, Guilford College	1970
JOSEPH J. COX, High Point	1970
ISAAC HARRIS, Archdale	1970
L. ELTON WARRICK, Goldsboro	1970
F. DUVAL CRAVEN, Greensboro	1971
C. GURNEY ROBERTSON, SR., White Plains	1971
RUFUS WHITE, Greensboro	1971
EDWIN P. BROWN, Murfreesboro	1972
DAVID R. PARKER, JR., High Point	1972
J. PAUL REYNOLDS, Wilmington	1972
BYRON A. HAWORTH, High Point	1973
ED MENDENHALL, High Point	1973
SIDNEY H. TOMLINSON, JR., High Point	1973
WILLIAM B. EDGERTON, Bloomington, Ind.	1974
ROBERT H. FRAZIER, Greensboro	1974
HORACE S. HAWORTH, High Point	1974
HUGH W. MOORE, Greensboro	1974
W. LINWOOD BEAMON, Burlington	1975
STANLEY FRANK, Greensboro	1975
WILLIAM P. KEMP, JR., Goldsboro	1975
SETH C. MACON, Greensboro	1975
LUBY R. CASEY, Goldsboro, Emeritus	
EUNICE A. PARKER, High Point, Emeritus	







**REPORT OF THE PRESIDENT  
LOYALTY FUND REPORT**





The 1969-70 academic year has been one of challenge, excitement, and continued planning as those of us at the College have attempted not only to maintain a steady pace of growth but also to make needed accommodations in our approach to individual and group needs.

It has been a year of continuing development of programs and projections following from the general statement of aims established last year and a year of examining and facing the difficulties of implementing those aims. There has been more openness and candor on the part of various groups within the College community than at any time since I have been at Guilford; this has helped a great deal by affording the opportunity to identify and to come to grips with significant issues confronting the College.

In addition to a summary of the year's activities, this annual report includes an account of certain problems and needs which Guilford expects to meet during the course of its ten-year development program entitled **CHALLENGE FOR THE 1970s**.

Before proceeding, I would like to extend my deep personal appreciation to members of the Board of Trustees, the faculty and staff, the student body, and the many other friends of the College who have helped us with their insight, candid criticism, and commitment to the College in our mutual endeavors.

*Grimsley T. Hobbs*

Grimsley T. Hobbs  
*President*

*"Our satisfactory financial situation resulted from a moderate increase in tuition charges and an increase in gifts and grants to the College."*

## ECONOMIC FACTORS

### INCOME

This past year was one of continuing inflation, tight money, and cloudy economic outlook and a time when pressures on private colleges and universities mounted sharply. Guilford College, fortunately, has continued to operate "in the black." Our satisfactory financial situation resulted from a moderate increase in tuition charges and an increase in gifts and grants to the College.

Tuition increases, while necessary and in line with the pattern of other private colleges and universities, also pose certain difficulties for the College as it looks toward the future.

As tuition costs increase, it becomes obvious that Guilford needs to increase its student aid money at all levels. This need is recognized in the goals of Guilford's adopted ten-year development plan, the CHALLENGE FOR THE 1970s program, and the urgency of this need should be underscored. Particularly needed are scholarships for outstanding students, who are so important in providing leadership on campus as well as in maintaining the academic tone. Increased scholarship opportunities are also needed for socially and economically disadvantaged students and for students of average abilities who come from families of relatively modest means. Such students do not qualify for outstanding academic awards and ordinarily do not qualify for substantial financial assistance based on need. Many students at Guilford have traditionally fallen within this last category. When such students are not eligible for substantial financial aid, they are increasingly enrolled at the less expensive state schools. Unless this problem is offset by greater amounts for scholarship aid, Guilford will find that it has a decreasing percentage of students from middle-income families and that its student body will tend to become divided between outstanding students and disadvantaged students. It should be noted that this would have an important effect upon the attitudes and educational climate of the

College. In some colleges without a significant middle class of students, this situation is generating a polarity between the affluent and the poor. We at Guilford believe that the educational vitality and stability of a college is endangered by either an overly homogeneous or a polarized student body and feel that we must do all we can to counteract this. We need a student body diverse along socio-economic, racial, cultural, and geographic lines.

### INTERNAL ECONOMIES

It should be noted that rising college expenditures are largely the result of salary increases and heightened operational costs, both of which are directly tied to the inflationary trends of the nation's economy. From all indications these costs will continue to rise. In this situation it is critical that we continue to offer salaries that will attract and keep a high quality of faculty and administrative personnel.

As one avenue in offsetting mounting costs, several committees of the College have undertaken a comprehensive analysis of college expenditures to determine whether there are ways of achieving greater economy in internal operations without compromising the established academic aims and standards of the College.

## BOARD OF TRUSTEES

### NEW TRUSTEES

The opportunities and problems which confront all institutions of higher education—particularly independent, privately supported colleges—become more complex and demanding with each year.

A great part of this challenge occurs at the trustee or institutional policy-making level. The Guilford Board of Trustees achieved a degree of involvement and performance during the past year which augurs well for the future of the College.

During the 1969-70 year, the Guilford College Board of Trustees appointed four new members and elected



*"We at Guilford believe that the educational vitality and stability of a college is endangered by either an overly homogeneous or a polarized student body . . . We need a student body diverse along socio-economic, racial, cultural, and geographic lines."*

a new chairman. In October 1969, Robert H. Frazier '19 retired after nineteen years of outstanding service as board chairman. He was succeeded by Edwin P. Brown '26 of Murfreesboro, North Carolina. The four new trustees added to the board were: William B. Edgerton '34 of Bloomington, Indiana; Stanley Frank of Greensboro; Herbert T. Ragan '37 of High Point; and Charles A. McLendon of Greensboro.

## ACADEMIC LIFE

### DEPARTMENTAL PROGRAMS

The academic programs of the various departments of the College continued to be of high caliber, with outstanding improvements being noted in several areas. Guilford is singularly fortunate to have a faculty which is not only well qualified in a great variety of academic fields, but one which contains a high proportion of members who are excellent teachers and committed to the fundamental aims of the College. Their dedication in the classroom, their performance of committee assignments, and their participation in community activities both within and outside the College are greatly appreciated and constitute one of Guilford's greatest strengths.

Three departments should be mentioned as having made outstanding improvement during the past year. The Music Department and the Education Department conducted studies of the programs in their respective departments. In each department useful revisions were made, and there has been a marked improvement in student attitudes.

A somewhat similar improvement is to be noted in the English Department. The program became more internally coordinated and is now tied more effectively into the overall curricular emphases of the College.

In addition to ongoing departmental offerings, Guilford has a number of special programs and activities which do not fit under any particular department. They are highly important parts of the total academic offerings, and their success in some cases has depended on

the willingness of certain Guilford faculty members to assume an extra load. The generous response has been greatly appreciated. Over the long haul, however, adequate budget support must be found to insure the effective continuance of such programs. This is particularly true of the Man in the Twentieth Century course, Guilford's Off-Campus Seminars, and the Non-Western Studies program. Additional funding is sought for each of these programs in the CHALLENGE FOR THE 1970s program.

*Man in the Twentieth Century.* We have now completed one full year of this new freshman program, and it has proven to be a successful innovation in the curriculum of the College. The response of the students, teaching assistants, and faculty was very positive, and

**1965-66**—New Garden Hall renovated; addition made to Maintenance Building.

**1966-67**—Duke Memorial Hall renovation begun.

**1967-68**—New Men's Dormitory begun; Archdale Hall remodeled for faculty offices; Duke Memorial Hall renovation completed.

**1968-69**—New Men's Dormitory completed; addition built to Ragsdale House (President's Home); Grill Room renovated and refurnished; Bob Doak Room redecorated.

**1969-70**—King Hall addition and renovation begun.

**1966**—Extensive curriculum study begun, resulting in these new programs: non-Western studies emphases added to the curriculum; the Man in the Twentieth Century course for freshmen established; Curriculum II for upperclassmen added; the Richardson Fellows Program instituted; off-campus study programs made available at home and abroad; independent study opportunities broadened; and Guilford students allowed to take additional courses at Greensboro and Bennett Colleges.

*"Guilford College has had a long tradition of educating students under Quaker-Christian influences, and the College continues to make a genuine effort so that this emphasis will continue as a vital aspect of the educational program."*



all indications are that the goals of the course were achieved with many students. As previously reported, it is an interdisciplinary course taught by a variety of Guilford instructors and focuses on a number of important psychological, social, political, and environmental problems which face man in contemporary life. Man in the Twentieth Century received considerable attention from other institutions; numerous inquiries were received from colleges in the immediate area and around the nation about its content and methods. This course has undoubtedly made the freshman year at Guilford more exciting and meaningful than before. Its present success was a direct result of the determination of the faculty to make it a success. The work load was excessive, and the interest and dedication of the faculty involved in the course were crucial to its effectiveness.

Student evaluations have been received, and these will be weighed along with faculty evaluations as the design of the course is made for future years. The effect of this course upon students and the choices they make in upper level courses will be noted and will become an important part of the evaluation of this course. Such continued reviews, evaluations, and modifications of the educational program are highly important in achieving and maintaining courses which challenge students and expand their knowledge. Such procedures are also highly important to the professional development of members of the faculty.

*Non-Western Studies.* Guilford's Non-Western Studies program to this point has consisted mainly of a relatively uncoordinated series of courses which serve to satisfy Guilford's non-Western requirement. William Beidler, formerly Chairman of the Philosophy Department of Queens College and a specialist in Asian studies, has been appointed as director for the coming year. Under his direction it is expected that this program will become an increasingly coordinated and important feature of the educational program of the College.

*Off-Campus Seminars.* The Off-Campus Seminars program was expanded this year and is becoming an important aspect of Guilford's curriculum. Five seminars were held last year with a total of 161 students participating. Student interest has been keen, and many

students were involved in planning and administering these seminars. Administration of all off-campus studies has been centralized under the leadership of the director of the program, Claude Shotts.

*Overseas Study.* Summer Overseas Study programs were conducted in Paris and London this past summer; this was the second year for the London program. A Guilford professor provided leadership for each group, though both programs were conducted in conjunction with the University of North Carolina at Greensboro. Each of these activities carried six hours of academic credit. A goodly number of Guilford students participated, but we are concerned to increase their number in the future.

*Seminars Abroad.* The Seminars Abroad program in which Guilford students tour and study in many successive areas in Europe continued as in previous years. It is now possible for Guilford students to earn three hours elective credit for this seminar.

*Richardson Fellows.* The Richardson Fellows Program for freshman and sophomore students has been completed after its stipulated two-year term. The program during 1969-70 was much improved over its first year due to better administration, better instruction, and a more careful selection of students. The Richardson Fellows made a very positive impact upon the learning experience at Guilford. One of the program's outstanding features was the summer internships which a number of Fellows served with prominent local and regional persons in business, education, and government. Several of the Fellows, it is reported, made notable contributions during their internship periods.

Its greatest contribution was the number of highly talented young people it attracted to Guilford. Its main shortcoming was the extent to which the Richardson Fellows came to be viewed as a "special" group, thus somewhat separating them from other students. The program taught the College the value of striking a proper balance between freedom, independent study, and structured learning. This lesson was helpful to us in avoiding mistakes in establishing the present Man in the Twentieth Century course. We are continuing aspects of this kind of experience under the general label

*"The stress here is upon international understanding, which is a vital element in the peaceful resolution of problems among nations."*

"Guilford Fellows Program." This will involve highly talented members of the freshman class (approximately thirty students) in a special dimension of the Man course, independent study experiences, and internship arrangements.

*Quaker Emphasis.* It seems useful to call attention in this report to those aspects of Guilford's overall program which bear a distinctly Quaker emphasis.

Guilford College has had a long tradition of educating students under Quaker-Christian influences, and the College continues to make a genuine effort so that this emphasis will continue as a vital aspect of the educational program. Quaker education has always upheld intellectual excellence as an important goal of education, but it has recognized that this is only a part of a more comprehensive educational objective—that of human excellence. The latter goal includes the development of the student as a principled and socially responsible human being. This goal was well expressed by the trustees of New Garden Boarding School, the forerunner of Guilford College, in a statement made in 1848: "By education we ought to understand whatever has a tendency to invigorate the intellect, to train the mind to thought and reflection, to mould aright the affections of the heart, and to confirm us in the practice of virtue."

This continues to be the educational aim of Guilford today, and this is one of the motivating principles behind recent revisions of the Guilford curriculum. We have attempted, and we think succeeded, in designing a course of studies which generates both understanding and strong personal commitments among students.

Aware of the increasing need for other-centered motivation among today's students, as well as the traditional concern of Friends for a course of studies which deals with real and fundamental human problems, Guilford initiated the innovative Man in the Twentieth Century course last fall. The overall purpose of this problems-oriented course is to help students to see the larger implications of their study as well as the possibilities of creative solutions to many modern problems, both individually and collectively. As previously indicated, student evaluations of Man in the Twentieth

Century reveal that the course has had a vivid impact upon student thinking and motivation, and it would appear to be a great milestone in the process of gaining a more interested and involved student body. We are greatly encouraged that it appears to be of real service to students in helping them find a valid sense of meaning and purpose in their lives.

Many upper-division courses continue in their traditional patterns, though more flexibility has been introduced into them, both from the standpoint of content and their availability at various points of the student's course of studies. More individual study options have been added so as to give adequate range to developing student insight and stable personal concerns. While not unique to Guilford, these possibilities are in the tradition of Friends by allowing room for the pursuit and expression of individual interests and commitments. Perhaps here, too, attention should be called to the arrangements for students to serve "internships" with local individuals, agencies, and firms. This has proven to be a fertile link between the theoretical and practical aspects of learning.

We at Guilford think that these educational programs are clearly in the Quaker tradition, stressing a vital combination of intellectual and personal development.

Other aspects of Guilford's educational program which reflect Quaker interests include:

1. An international emphasis evidenced in the study groups abroad and in the significant number of courses at the College dealing with various non-Western cultures and traditions. The stress here is upon international understanding, which is a vital element in the peaceful resolution of problems among nations.
2. Various Quaker activities are a part of the Guilford program each year. Noted Quaker leaders who have been recent visitors to Guilford include: Kenneth Boulding, noted economist, lectured in the Man in the Twentieth Century course and spoke informally on other occasions to student and faculty groups.

*"We have attempted, and we think succeeded, in designing a course of studies which generates both understanding and strong personal commitments among students."*

Douglas Heath, Haverford College psychologist, addressed the faculty in its opening sessions. Copies of Heath's pamphlet *Why a Friends School?* were distributed in advance to all faculty.

Thomas Brown of the Friends Council on Education visited the College and spoke to students on teaching in Quaker schools.

Elton Trueblood, author and educator, has visited Guilford almost annually and has participated in several formal programs.

Sam Levering, representing Friends Committee on National Legislation and other Quaker interests, has often been on campus and on two occasions has taught courses at Guilford on world problems and peace.

Douglas Steere, educator and author, will spend two weeks on the Guilford campus in March of this academic year.

Such people supplement in a most useful and inspiring way the ongoing Quaker influences of Guilford's Quaker professors and staff members. It has recently been pointed out that never before in Guilford's history has the College had so many individuals on the faculty who are Quakers (thirty-seven at the present time), and never before has the basic Quaker range of interests and activities been so well represented on campus.

3. Guilford offers a course in Quakerism and also a graduate program in religion, designed particularly to help Quaker pastors and others prepare themselves for more effective service in the Yearly Meeting. In addition, Guilford's Department of Education sponsors a seminar for Quaker teachers and extends invitations annually to teachers of all southern Quaker schools.
4. Guilford College has in recent years notably expanded and improved the Quaker Collection in the library. Special grants in support of this collection have been sought and gained, and the collection has been carefully organized by Curator Dorothy Thorne. Guilford has the best collection of Quaker

materials in the South, and it is extensively used for research purposes.

5. For the past three years Guilford has sent two faculty representatives to the Seminar on Friends Education held at Westtown School, Pennsylvania. This has been a very useful seminar and has included a broad range of Quaker educators.

Under a program sponsored by the Friends Council on Education, Guilford students participating in an Off-Campus Seminar in the Philadelphia area have visited various Quaker schools as observers. This program was greatly appreciated by Guilford students, and another similar visit is scheduled for October of this year.

6. In order to maintain effective communication within the Yearly Meeting, John Pipkin, Guilford's Director of Yearly Meeting Relations, has met with a number of Monthly Meetings to discuss the College. In addition, Guilford has organized a Friends for Guilford program designed to advance understanding and support among Friends Meetings in North Carolina for Guilford College. It is our earnest hope that this organization can be a forum between the two groups where mutual concerns can be frankly discussed and patterns of co-operation planned.

#### LIBRARIES

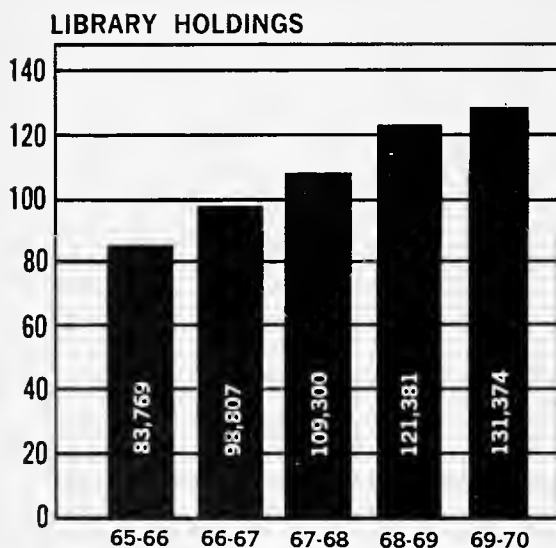
Growth and improvement of the libraries continued at a respectable pace, though the collections did not grow as rapidly as in previous years due to the fact that the budget was held constant in a period of increasing inflation.

During this year 11,812 volumes were added to the libraries, as compared with 13,287 for the previous year. At the same time 2,210 volumes were withdrawn in the continuing effort to maintain a collection of quality as opposed to mere quantity. Total holdings are now 131,374. The work of reclassification from the Dewey System to the Library of Congress System con-

tinued with a total of 6,102 items accomplished. This work was undertaken to create a greater accessibility for students and faculty members through the concentration of similar subject materials.

During the year a reappraisal of the periodicals collection was undertaken with the help of the entire faculty. As a result, dozens of titles will be dropped from the subscription list, thereby releasing funds for other more pertinent journals.

A new organization entitled Friends of the Guilford College Libraries was formed this year and contributed more than \$4,000 in additional library support.



Total library holdings increased by 50% between 1965 and 1970. In 1969-70 the Main Campus Library contained 109,177 volumes and the Downtown Campus Library, 22,197 volumes.

Library budget: 1965-66—\$45,000; 1969-70—\$150,000.

Collection of Quaker materials the best in the South. Library ranks eleventh in the state in total resources and eighth in the number of volumes per student (according to available 1968-69 figures).

The Guilford library continued its participation in the programs of the Greensboro Tri-College Consortium. During the year there was a mass exchange of books and materials to support the joint summer school held at Greensboro College, two members of the Guilford library were "loaned" for the summer school, a standardized identification and book charging system was established among the colleges, and a union list of periodicals was developed and distributed to every faculty member.

Guilford's Quaker Collection, under the direction of Dorothy Thorne, continued to operate with vigor. In addition to normal operations, two new projects are worthy of special mention. A sixteen-page brochure describing the Quaker Collection was published, and an oral history project was begun with the services of Algie Newlin, Professor Emeritus of History. Approximately 100 hours of oral interviews concerning Quaker history as it relates to Guilford College and the Society of Friends will be taped and made a permanent record.

Many contributions were made to the Quaker Collection last year. The largest and most comprehensive addition consisted of 1,750 papers, letters, and other materials of Levi Cox. These papers, dating chiefly from the 1850s to the early twentieth century, were given by Seth Macon, Guilford trustee and a great-grandson of Levi Cox.

#### FACULTY

Eleven appointments to the faculty were made for the 1970-71 academic year:

Maritza Barnes Almeida, Assistant Professor of Spanish, (B.A. Southwest Missouri State College; M.A. in Spanish, University of Missouri; M.A. in English, University of Missouri; Ph.D. University of Missouri)

William Beidler, Associate Professor of Philosophy and Director of the Non-Western Studies Program, (B.S. University of California, Los Angeles; M.A. University of North Carolina at

*"The commitment of the faculty to Guilford continues to remain strong, and the attrition rate of faculty continues to be remarkably low."*

Chapel Hill; Ph.D. Osmania University, India)

Kenneth Kaufman, Instructor in Psychology, (B.S. Tulane University; Ph.D. candidate, University of North Carolina at Chapel Hill)

Doris Lauten, Assistant Professor of Sociology, (B.A. and Ph.D. University of North Carolina at Greensboro)

J. Richard May, Assistant Football Coach with the rank of Instructor, (B.A. and M.A. East Tennessee State University)

James McMillan, Professor of Art and Chairman of the Department of Art, (B.A. Howard University; M.F.A. Catholic University of America; Certificate Academie Julian, University of Paris, France; 45 graduate hours, Syracuse University)

James McNulty, Jr., Assistant Professor of Economics, (A.B. College of William and Mary; M.A. Northwestern University; Ph.D. candidate University of North Carolina at Chapel Hill)

Lenwood Smith, Instructor in Biology, (B.S. and M.S. North Carolina Central University)

Leslie Stokeley, Assistant Professor of Music, (B.A. Simpson College; M.F.A. University of Minnesota).

Returning from a leave of absence are William Fulcher, Assistant Professor of Biology, and John Rundell, Assistant Professor of Biology.

During the academic year 1969-70, the following members of the faculty were granted advanced degrees: James Gifford, Ph.D., Duke University; Richard Morton, Ph.D., University of Georgia; Maurice Raiford, Ph.D., Duke University; and Earl Reising, Ph.D., University of Miami.

Of Guilford's ninety-five faculty members who hold professorial ranks, forty-four hold the doctorate and eleven are advanced doctoral candidates. Two faculty members were promoted in rank: Paul E. Zopf, Jr., Dana Professor of Sociology, and Emily Huntley, Assistant Professor of Fine Arts.

Four faculty members were granted tenure: Lewis Aiken, Professor of Psychology; William Carroll, Professor of Political Science; George Gansz, Professor of Music; and Frances Norton, Professor of Psychology.

A large number of the Guilford College faculty participated in professional associations, and the following have had one or more articles published during the year: Lewis Aiken, Herbert Appenzeller, J. R. Boyd, Robert Bryden, James Gifford, John Grice, Andrew Gottschall, Cyril Harvey, Melvin Keiser, Kidd Lockard, Frances Norton, Maurice Raiford, Susan Schumacher, Katherine Sebo, Alexander Stoesen, and Gary Zimmerman.

Three Guilford professors had books published during the year: Lewis Aiken, *General Psychology: A Survey* (Chandler Press, 1969); Herbert Appenzeller, *From the Gym to the Jury* (Michie Co., 1970); and Paul Zopf, *Demography: Principles and Methods* (F. A. Davis, 1970) and co-author of *Principles of Inductive Rural Sociology* (F. A. Davis, 1970).

A number of Guilford faculty members presented papers at professional meetings and/or held offices in various professional groups. These include: Khamis Abdul-Magid, Lewis Aiken, Herbert Appenzeller, Annie Bell, Robert Bryden, Claude Cook, James Gifford, Jerry Godard, John Grice, Cyril Harvey, William Lanier, Harvey Ljung, Donald Millholland, J. Floyd Moore, and Katherine Sebo.

The Faculty Lecture Series continued for a second year and included the following emphases: Donald Deagon, "The Peace Theme in Drama;" John Stoneburner, "Congar's Doctrine of the Church;" Lewis Aiken, "Psychological Testing and Public Responsibility;" and Charles Carrow, "Algae and the Environment."

*The Journal of Undergraduate Mathematics* is worthy of special mention. This journal was founded in 1969 by J. R. Boyd, chairman of Guilford's Mathematics Department, to provide an outlet for significant undergraduate research in mathematics. Its circulation has grown rapidly, and the *Journal* is generally recognized as filling an important national need.

The commitment of the faculty to Guilford continues to remain strong, and the attrition rate of faculty con-

tinues to be remarkably low. This fact has had a marked influence on the stability of the College over a period of many years.

#### RECOGNIZED NEEDS

To continue the remarkable momentum of the College in recent years, Guilford must continue its effort to improve salaries and working conditions of faculty

members. Faculty salaries are reasonably competitive at the present time, but we must maintain a constant concern in this important area.

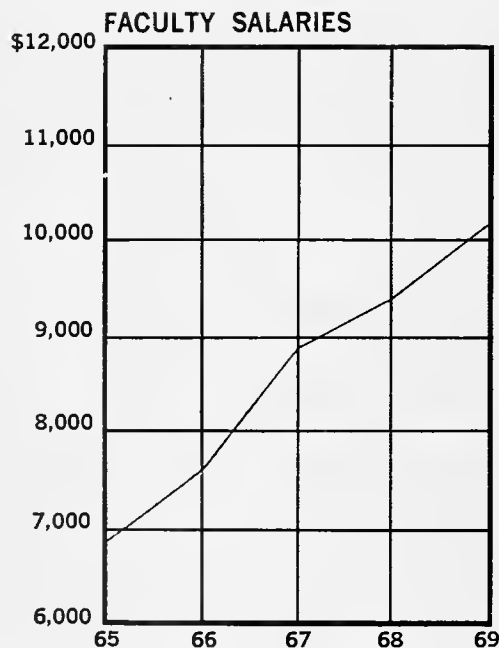
We recognize that additional secretarial services for faculty is needed. This situation was improved by the addition of a part-time secretary for the faculty this past year.

Although the College recognizes the great need for additional funds for faculty research and for a sabbatical leave program, little progress has been made to date. This is an important item in the CHALLENGE FOR THE 1970s development program.

The stipend for faculty expenses to professional meetings has been held constant for several years in spite of higher costs, and it must be revised upward in the near future.

Department budgets have been held constant for the last two years, working increasing hardships on several departments. They should be revised upwards after this present academic year.

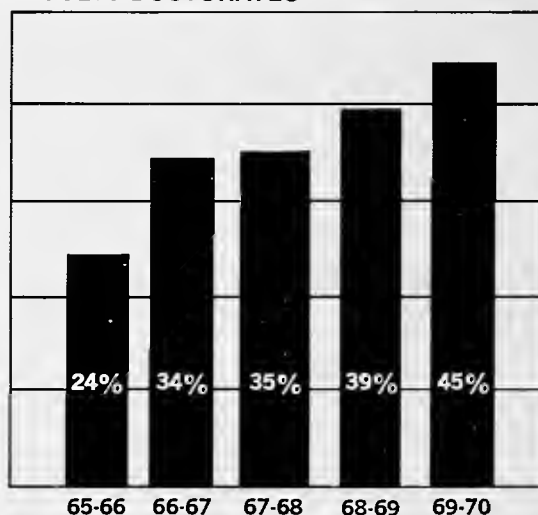
The telephone system should be expanded to facili-



Average Salary ■  
Average Total Compensation  
Faculty salaries increased 48% over the last five years.

	Average Salary	Average Total Compensation
65-66	\$ 6,980	\$ 7,605
66-67	7,539	8,194
67-68	8,847	9,621
68-69	9,341	10,367
69-70	10,094	11,221

#### FACULTY DOCTORATES



The percentage of faculty holding the Ph.D. increased 90% over the five year period.



*"Guilford must continue its effort to improve salaries and working conditions of faculty members. Faculty salaries are reasonably competitive at the present time. . . ."*

tate communication on-campus. An enlarged telephone center should be installed from CHALLENGE funds.

#### FACULTY SIZE

Guilford has a student-faculty ratio of slightly less than 14-to-1, the average at many fine liberal arts colleges. Many factors enter into making up this figure: the number of departments requiring professors, the student enrollment in each department, the number of courses to be taught in each department, etc. Some departments have low enrollments, such as physics, chemistry, and music, but offer important emphases in the overall curriculum, hence they must be staffed with sufficient personnel to teach the range of courses required for a major.

Extensive documentation of class enrollments has been prepared to clarify the nature of student demand in all academic departments. It appears that one solution for low enrollment areas might be for Guilford to further combine forces with Bennett and Greensboro Colleges in certain low enrollment areas, possibly having only one department among the three. In such a fashion we might both strengthen departments and reduce instructional costs.

#### DOWNTOWN CAMPUS

Enrollment at the Downtown Campus for 1969-70 was up by more than 90 full-time equivalent students over the previous year, and the total enrollment averaged 730 students. The Department of Management continued to be the largest department at the Downtown Campus with an enrollment of 201 students.

Two new programs, an Associate of Arts in Business Education and a Law Enforcement Education Program, were started in the fall of 1969. The new Business Education program is designed to develop exceptionally well-trained executive secretaries. The Law Enforcement Program has been developed for police and other law enforcement personnel as well as for those who intend to enter the law enforcement field. A federal grant of \$60,000 from the Department of Justice made it possible for Guilford College to institute

the Law Enforcement Education Program. Ninety members of the Greensboro, High Point, and Winston-Salem Police Departments participated in the program on a part-time basis. Tuition and fees were paid by the \$300 grants available to each attending law enforcement officer.

The Law Enforcement Program was developed around the regular College curriculum and leads either to a two-year Associate of Arts degree or a four-year baccalaureate degree in one of four areas: management, sociology, political science, or psychology. Further federal grants are expected to enable this program to continue.

#### TRI-COLLEGE CONSORTIUM

During the past year cooperation has continued among the three Greensboro Tri-College Consortium members—Bennett, Greensboro, and Guilford Colleges.

Interchange of students continued to increase. During the academic year 131 students took 88 courses away from their home campus. An important factor in this increase has been improved inter-campus transportation, financed chiefly by a grant from the Southern Education Foundation.

Another important development was the increase of inter-faculty contact. Joint meetings of departmental personnel from the three faculties gave opportunities to explore possibilities for cooperation in providing broader educational programs for students of all three colleges.

A three-day workshop for dormitory counselors, financed by a grant under Title III of the Higher Education Act of 1965, was held during the summer. It dealt with such topics as residence halls as learning centers, program development, changing roles for residence hall counselors, and coed intervisitation.

The Danforth Foundation has made a grant of \$1,-500 to the Consortium to help retain consultants to assist in making organizational improvements. In addition, the Danforth Foundation granted the Consortium \$15,000 to help defray the expenses of the present administration.

## STUDENT LIFE

### STUDENT INVOLVEMENT

In recent years there has been a growing concern within the Guilford community to involve students in deciding and enforcing social and personal regulations; in the evaluation and implementation of their educational experiences; and in local, national, and international political and social issues. We have been encouraged by the role students have played in these matters during the past year.

During the year the Women's Student Government made an effort to examine and evaluate alternative plans for establishing and enforcing curfew hours appropriate to women students at Guilford College. This included two surveys of the entire women student body which showed a marked preference for some system of self-regulating hours. A recommendation to this effect was submitted by the Women's Student Government. The College administration sought the opinion of parents of women students and also of a sampling of recent women graduates. This revealed overwhelming support for allowing this privilege to sophomore, junior, and senior women, so long as they had parental permission. This was approved by the Board of Trustees.

After extensive study of the structure of residence hall governance, dormitory rules, and enforcement procedures, the Student Legislature and Student Affairs Committee submitted a "Units of Living Proposal." This provides that, within the framework of general College rules, each dormitory be empowered to establish and enforce regulations pertaining to that dormitory. This was later approved by the College administration and the Board of Trustees on the condition that the regulations be submitted each year to the Administrative Council of the College with trustee representation. A policy on the use of alcoholic beverages was also approved which clearly outlines the position of the Society of Friends in the matter and strongly counsels against their use.

An important part of the considerations involved in accepting these proposals was the assurance which student leaders gave that students would accept the responsibility for effective control and enforcement. I have in the past been impressed with student follow-through in other areas where they have been willing to assume responsibility. Included here are such areas as Off-Campus Seminars, the College Union, manners of conducting orderly dissent, and most importantly, in the careful and time-consuming efforts to consider all aspects in approaching the matter of rule review and modification. It is my expectation that students will act responsibly in these matters as well.

Student efforts to improve their educational experiences have been less widely organized but significant. They were developed primarily through meetings of student representatives with the Board of Trustees (one observer), the Board of Visitors, the Administrative Council, and all but one of Guilford's faculty committees. Students have helped to develop a more "academic" freshman orientation program; they assumed leadership in promoting and conducting off-campus seminars; the College Union initiated the "last lecture" series in which prominent faculty members expressed their deepest concerns; sophomore Richardson Fellows served as teaching assistants in the Man in the Twentieth Century course; and students have continued to express interest in evaluating their instruction.

During the past year there was considerable involvement of Guilford students in activities relating to the course of the Indochina war, environmental pollution, and racism in America. Such concerns are, of course, shared widely by students in colleges and universities all over America, though for many of the Guilford students these were unquestionably related to Quaker beliefs and practices. One should not overlook these lively concerns as an index of Guilford's Quaker influence and heritage. It is also clear that there is a definite relationship between the "problems" approach of Guilford's Man in the Twentieth Century course and the students' concern to relate their educational experiences toward improving the world in which they live. This is one indication that this new course is having

*Please turn to page 30*

# *Loyalty Fund Report*

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*Guilford Annual Giving Program 1969-1970*



## Alumni Director's Remarks

For Alumni, Parents, and Friends:

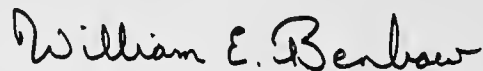
After a year in which news from campuses across the country has been dominated by difficulties and tensions, it is encouraging to note that Guilford's annual Loyalty Fund is at an all-time high.

Your increasing contributions to the Loyalty Fund are evidence of your continuing faith in Guilford College. This kind of response in a critical time assures those closest to campus situations that they can approach their responsibilities in imaginative ways with the expectation that their efforts will be understood and respected.

There will be some remarkable developments at Guilford in the year ahead. The much-needed science addition to King Hall will be completed. Curriculum changes also will improve teacher work loads and provide more opportunities for independent study.

These few examples indicate that Guilford is still engaged in vital and exciting educational work which does not make front page headlines. With the heartening support that is reflected in this report, the innovation and leadership which have given this College its respected place in higher education will be sustained.

Sincerely,

A handwritten signature in cursive script that reads "William E. Benbow".

William E. Benbow '67  
Director of Alumni Affairs

## Fourth Annual Loyalty Fund Final Report



<b>Goal:</b>	<b>\$75,000</b>
<b>Amount:</b>	<b>\$76,207</b>
<b>Donors:</b>	<b>1,329</b>
<b>Participation:</b>	<b>15.6%</b>
<b>Average Gift:</b>	<b>\$57.34</b>

### Four Years of Loyalty Fund Growth

	1966-67		1967-68		1968-69		1969-70	
	Donors	Amount	Donors	Amount	Donors	Amount	Donors	Amount
Alumni	732	\$20,240.68	914	\$31,533.50	940	\$36,904.11	1,008	\$42,976.91
Parents of Students	107	\$ 2,227.50	119	\$ 5,201.00	163	\$ 7,245.00	191	\$ 8,015.00
Faculty-Staff	58	\$ 1,141.50	66	\$ 2,745.21	66	\$ 1,992.50	66	\$ 2,724.00
Other Individuals	25	\$ 994.67	22	\$ 3,240.00	45	\$ 5,014.05	54	\$ 6,077.00
Corporations, Foundations, and Churches	17	\$ 5,630.00	34	\$12,815.13	36	\$21,663.91 <sup>+</sup>	31	\$ 9,045.62
<b>Totals</b>	<b>939*</b>	<b>\$30,168.85*</b>	<b>1,121*</b>	<b>\$52,044.38*</b>	<b>1,195*</b>	<b>\$64,884.57*</b>	<b>1,329*</b>	<b>\$76,207.41*</b>
<b>Average Gift</b>	<b>\$32.12</b>		<b>\$46.42</b>		<b>\$54.30</b>		<b>\$57.34</b>	
<b>Alumni Average Gift</b>	<b>\$27.65</b>		<b>\$34.50</b>		<b>\$39.25</b>		<b>\$42.64</b>	
<b>Overall Participation %</b>	<b>13.8 %</b>		<b>14.3 %</b>		<b>14.6 %</b>		<b>15.6 %</b>	
<b>Alumni Participation %</b>	<b>13.1 %</b>		<b>14.6 %</b>		<b>14.3 %</b>		<b>14.7 %</b>	

\* Totals minus cross-credits.

<sup>+</sup>Total includes nonrecurring gifts credited to 1968-69 Loyalty Fund.



## Chairman's Report

As the 1969-70 Loyalty Fund year drew to a close, your Chairman watched with wonder and gratitude.

In taking on this program four years ago, we viewed the possibilities with keen anticipation. The Guilford barometer indicated "Fair Weather" and the fund-raising climate had been improving for several years. Little did we know that the paths would be so strewn with obstacles in the months to come.

The years since 1966 have presented a whole set of problems and strategies. The academic community, nationwide, flared into chaos caused by social unrest and impatience. Guilford has been sensitive to these reverberations. We could expect no less from our Alma Mater, for she has always emphasized the Quaker ideals of peace, active social concern, and the rights of the individual.

The inflation of 1970 forced student costs at Guilford up to nearly \$2,500, still far short of the actual cost of educating each student. Along with inflation came a "recession"—meaning that loyal alumni, parents, and friends had to dig deeper into their pockets for their contributions. This put new pressure on the College; however, we were able to meet the challenge with your help.

Our successes are here for you to see. The testimony is clear that alumni and friends are convinced that Guilford still leads the way and the response has been enthusiastic. We have achieved new highs in total money raised, in the number of contributors, and in the size of the average gift.

*These accomplishments have been rightfully recognized by the American Alumni Council which recently awarded the Guilford College Alumni Association an improvement citation. Guilford was one of five winners selected from the 1,550 member institutions of the AAC for the 1970 award.*

My heart-felt thanks, then, to all of you. You have proven what I believed from the start: that your devotion to Guilford includes understanding and generosity. Guilford and the world will be the better for your willingness to demonstrate this faith.

Herbert T. Ragan '37  
1969-70 Loyalty Fund Chairman

## Loyalty Fund Gifts by Alumni

Class	Agent	Roll	Donors	Class Participation %	Average Gift	Amount
50 Year Group	J. Yates & Yow	478	87	18%	\$ 31.99	\$2,781.50
1920 Reunion Class	Coble	28	15	54	66.66	1,000.00
1921	Newlin	26	9	35	35.55	320.00
1922	E. Yates	30	12	40	37.70	452.50
1923	Andrews	37	12	32	55.42	665.00
1924	Harris	40	15	37	42.00	630.00
1925	Crutchfield	46	14	30	50.36	705.00
1926	Macon	44	19	43	126.84	2,410.00
1927	R. Thomas	57	12	21	17.08	205.00
1928	Cox	75	16	21	57.19	915.00
1929	Benton	87	25	29	43.10	1,077.50
1930	Cheek	66	10	15	26.50	265.00
1931	Blackwelder	72	20	28	27.38	547.50
1932	Ginn	68	9	13	40.55	365.00
1933	Kirby	79	23	29	53.36	1,227.50
1934	Jones	68	11	16	85.39	939.34
1935	G. Parker	72	16	22	54.97	879.50
1936	Meibohm	71	10	14	18.20	182.00
1937	McMichael	115	25	22	116.95	2,923.75
1938	Seifert	84	16	19	37.27	596.25
1939	Perian	85	18	21	29.17	525.00
1940	Hendricks	81	17	21	25.00	425.00
1941	Stamper & Mills	92	26	28	26.15	680.00
1942	Rawlins	100	20	20	51.65	1,033.00
1943	Rohr	94	19	20	25.89	492.00
1944	Davis	93	21	23	36.90	775.00
1945 Reunion Class	D. Thomas	74	12	16	31.85	382.25
1946	Slocum	73	14	19	40.36	565.00
1947	Jernigan	57	11	19	48.18	530.00
1948	Orvis	100	26	26	47.14	1,225.82
1949	Kennedy	159	26	16	31.73	825.00
1950	Fowler	181	28	15	36.78	1,030.00
1951	Ratlidge	151	20	13	22.25	445.00
1952	Tyson	143	18	13	25.56	460.00
1953	W. Yates	140	13	9	25.38	330.00
1954	Royal & Downing	111	15	14	15.13	227.00
1955	Albright	103	11	11	48.18	530.00
1956	Brown & Parks	147	15	10	32.83	492.50
1957	Walker & Ballus	139	11	8	36.82	405.00
1958	Conner & Wallace	161	13	8	23.08	300.00
1959	Edwards & J. Parker	200	14	7	15.32	214.50
1960 Reunion Class	Bryan	167	19	11	263.16	5,000.00
1961	O'Briant & McKee	196	19	10	28.21	536.00
1962	Cardwell & Najarian	194	19	10	17.63	335.00
1963	Milner & Braxton	208	35	35	29.14	1,020.00
1964	Gregory & Raiford	222	31	14	20.50	635.50
1965	D. Dobbins & Stephenson	255	23	9	23.59	542.50
1966	Benbow & W. Dobbins	327	32	10	19.23	615.50
1967	Sexton & Stanfield	321	26	8	40.82	1,061.50
1968	Kauffman & Trodgen	398	26	7	13.40	348.50
1969	Smith & Kyle	435	34	8	55.95	1,902.50
Total Alumni		6,850	1,008	14.71%	\$ 42.64	\$42,976.91
Parents of Students			191			8,015.00
Faculty - Staff			66*			2,724.00*
Friends Meetings			9			11,013.88
Other Individuals			54*			6,077.00*
Foundations & Corporations			31*			9,045.62*
TOTALS			1,329+	15.6 %	\$ 57.34	\$76,207.41+

\* Cross-credits are included in subtotals.

+Totals minus cross-credits.



# List of Contributors

An Honor Roll is often associated with past deeds. It is appropriate, then, to consider this list of contributors as an Honor Roll because of what each person named has done for Guilford. Perhaps what lends even greater importance to an Honor Roll, however, is the future made possible by past deeds. Through their consistent and increasing support, the alumni, parents, and friends listed here are helping to broaden horizons in education. Guilford is grateful to them and welcomes the opportunity to add their names to the Honor Roll of past generations who have made Guilford a leader among colleges. (\*represents four consecutive years of participation in the Loyalty Fund; (d) indicates those who have deceased since making their contributions)

## 50 YEAR GROUP

James Fuller Yates '16 and  
Ralph J. Yow '19, Co-Chairmen  
No. in Classes: 478  
Contributors: 87 (18%)  
Amount: \$2,781.50

Bertha Fox Ballinger '18  
J. Wade Barber '14  
Hattie McConnell Bradford '19  
Joseph H. Brendall '17  
Bertha Peele Brown '06  
Lillie Bulla '11  
David H. Couch '06  
Irvin N. Cox '07  
May Riddick Cox '04  
J. Beatrice Crouch '18  
Lillie Pugh Curtis '14  
Joseph H. Cutchin '10  
Rufus W. Dalton '14  
\*Clara L. Davis '13  
\*Laura E. Davis '16  
\*Parl S. Davis '11  
\*Blanche Dixon '15  
Annie Benbow Edgerton '13  
Paul C. Edgerton '13  
Alma T. Edwards '07  
Ada M. Field '98  
\*Thomas D. Fox '09  
Louetta Knight Gilbert '15  
Ruth Coble Gilmore '17  
Tecy Beaman Griffin '13  
Sara Richardson Haworth '17  
Rosa Case Highfill '06  
Ira G. Hinshaw '18  
Harriet Crutchfield Hood '17  
Herbert Howard '11  
Toten Moton Honeycutt '18  
Hope Hubbard '17  
David Allen Huffines '11  
Bernard T. Hurley '10  
David H. Jackson '18  
Harris G. Johnson '14  
Stacie Williard Johnson '17  
James Samuel Knight '14

Oliver N. Knight, '10  
Gertrude Hobbs Korner '19  
Benjamin J. Lindley '16  
Carolyn Yates Lindley '16  
Silas Jerome Lindley '14  
Charles C. Loughlin '06  
E. H. McBane '14  
Pearl Younts McBane '14  
Amanda Richardson Mattocks '09  
Elsie White Mendenhall '08  
Mary Mendenhall '13  
\*J. Warren Mitchell, Sr. '18  
Fred H. Morris '16  
Tom Morton '18  
Cleta Patterson Murray '15  
\*Maude Culler Murray '15  
Nannie E. Payne '18  
\*Matthew White Perry '14  
Herman N. Pickett, Sr. '19  
Thomas A. Price '17  
Baxter K. Richardson '13  
Helen East Richardson '14  
\*C. Gurney Robertson '13  
\*Herbert S. Sawyer '12  
\*Kate Langston Schoonover '07  
\*Mary I. Shamburger '17  
\*Blanche Futrell Short '14  
\*A. Jones Smith '18  
Agnes Clegg Smith '18  
\*Henry W. Smith '12  
\*Raymond A. Smith '18  
Samuel Smith '18  
Charles C. Smithdeal '11  
Donald M. Stafford '11  
Annie B. Stratford '11  
Lyndon E. Stuart '17  
\*Pearl Lindley Sykes '01  
Gertrude Barbee Taylor '06  
\*Hazel Armstrong Valentine '17  
\*Itimous T. Valentine '17 (d)  
A. Earl Weatherly '16  
Sallie Raiford Wetherald '08  
Floy Lassiter Wheeler '16  
Lyman B. Whitaker '11

Isaac C. White '10  
\*Margaret Davis Winslow '09  
\*James F. Yates '16  
Ralph J. Yow '19  
\*Alpheus F. Zachary '12

## 1920

### 50th Anniversary Class

Anna Henley Coble, Chairman  
No. in Class: 28  
Contributors: 15 (54%)  
Amount: \$1,000.00  
\*Mary Coble Barnes  
Leslie Howard Barrett  
D. D. Shields Cameron  
\*Luby R. Casey  
Elsie May Clegg  
\*Anna Henley Coble  
Vera McBane Farrell  
Frances Moore Herring  
Dorothy Hubbard Kearns  
Richard A. Lineberry  
L. Wendell McCracken  
\*Verna Stone Mendenhall  
\*Alma Chilton Moore  
\*Hugh W. Moore  
Vanner E. Neece

## 1921

Algie I. Newlin, Chairman  
No. in Class: 26  
Contributors: 9 (35%)  
Amount: \$320.00  
\*Florence Martin Casey  
Grace Stone Cox  
Myrtle R. Cox  
\*Loula Blanche Farlow  
Edward L. Hollady  
Ada McCracken Hunter  
\*Algie I. Newlin  
Berry Lee White  
\*Marjorie Williams

## 1922

Elizabeth W. Yates, Chairman  
No. in Class: 30  
Contributors: 12 (40%)  
Amount: \$452.50  
Esther White Edes  
Isabel Pancoast Goode  
J. Phal Hodgins  
\*Marianna White Johnson  
\*Ruth Outland Maris  
\*William Lee Rudd  
Annie Brown White  
\*Eurie Teague Whitley  
Lyle L. Williams  
Paul W. Winchester  
Beulah Jessup Windle  
Elizabeth Winslow Yates

## 1923

Alta Rush Andrews, Chairman  
No. in Class: 37  
Contributors: 12 (32%)  
Amount: \$665.00  
\*Alta Rush Andrews  
Vera Farlow Barker  
\*Helen Worth Bostick

\*William Thomas Cox  
Josephine Mock Crews  
Zenobia Bagwell Henderson  
\*Ruth Reynolds Hockett  
\*Lois M. Rabey  
\*Nell Carroll Raiford  
\*Alma Taylor Robertson  
\*Clementine Raiford Strowd  
\*William Dabney White

## 1924

Sam P. Harris, Chairman  
No. in Class: 40  
Contributors: 15 (38%)  
Amount: \$630.00  
\*W. W. Blair  
Ruth Ragsdale Burton  
Virginia Osborne Chase  
\*Samuel P. Harris  
Marie Beaman Holmes  
Alfred C. Lindley  
Thad H. Mackie  
\*Hershal L. Macon  
\*Hazel Richardson Murrow  
\*Gertrude Bundy Schiebout  
Henry B. Shore  
\*Marvin H. Shore  
George C. Shutt, Jr.  
Isla Willis Styer  
Pearl Perry Williamson

## 1925

Frank L. Crutchfield, Chairman  
No. in Class: 46  
Contributors: 14 (30%)  
Amount: \$705.00  
\*Jesse F. Casey  
\*Katie Lambeth Cotten  
Ethel Watkins Crutchfield  
Frank L. Crutchfield  
James M. Diffey, Jr.  
Gladys Futrell Gainey  
Alice Ione Lowe  
\*John O. Reynolds  
Nida Blalock Shore  
Margaret Levering Stubbs  
\*Annabel Thompson  
\*Ghita H. Tuttle  
\*Ruth Levering White  
\*V. R. White

## 1926

Lalah Cox Macon, Chairman  
No. in Class: 44  
Contributors: 19 (43%)  
Amount: \$2,410.00  
\*Beulah O. Allen  
D. Williard Allen  
Alice Thompson Allred  
\*Edwin P. Brown  
\*Mildred Townsend Casey  
John Finch Cude  
Lila Stevens Fagan  
Hazel Coltrane Hancock  
\*Geneva Highfill  
\*Lalah Cox Macon  
Katherine Shields Melvin  
\*Margaret Townsend Moore  
\*Sallie Pearson Moore



\*Cordia Thompson Murdoch  
Kenneth E. Neese  
Lalah Hassell Purvis  
B. Sparger Robertson  
\*Viola E. Tuttle  
L. Elton Warrick

## 1927

Raymond G. Thomas, Chairman  
No. in Class: 57  
Contributors: 12 (21%)  
Amount: \$205.00

Louise White Andrew  
\*Margaret Ailene Beeson  
\*Isabel Cox Cude  
William T. Doub  
\*Julia Wolff Ebert  
\*Raymond E. Ebert  
\*Maie Hollady Hurlburt  
Delphia O. Smith  
James E. Thigpen  
\*Raymond G. Thomas  
\*Thomas A. Watson  
\*Sidney A. Winslow

## 1928

Sudie D. Cox, Chairman  
No. in Class: 75  
Contributors: 16 (21%)  
Amount: \$915.00

James Roscoe Adams  
Lois Atkinson Antonakos  
\*Ethel Richardson Cheek  
Christina Robertson Christian  
\*Joseph J. Cox  
\*Sudie D. Cox  
\*Byron Haworth  
Ellwood W. Parker  
\*Floyd C. Pate  
Nell Stinson Rea  
\*J. Paul Reynolds  
Walter L. Robertson  
\*Howard V. Trivette  
\*Annie E. Wagoner  
\*Ruth Horney Watson  
Charles S. Weir

## 1929

M. Scot Benton, Chairman  
No. in Class: 87  
Contributors: 25 (29%)  
Amount: \$1,077.50

\*M. Scot Benton  
\*Claudia Neal Brame  
Bernice Henley Brown  
Walter J. Brown, Jr.  
Charles S. Coble  
\*Virginia Ragsdale Cox  
Mildred Carroll Cromer  
Frazier M. Edwards  
Frances Osborne Gust  
\*Leah Hammond  
\*Myray Gamble Hodgins  
William A. Hunt  
\*Josephine Paul Irvin  
Hallie Simmons Mabe  
Reginald S. Marshall  
\*Kathryn Owen Mays  
Samuel B. Nuzie

\*Elizabeth Levering Ott  
\*A. Scott Parker, Jr.  
Winnie Davis Potts  
Edwin H. Rozell  
\*Wilmer L. Steele  
Clare Andrew Trueblood  
Richard G. Wharton  
Thelma Pfaff Williams

## 1930

Lucy Finch Cheek, Chairman  
No. in Class: 66  
Contributors: 10 (15%)  
Amount: \$265.00

\*Eunice Lindley Beason  
Viola Garner Billings  
Lucy Finch Cheek  
Catherine Cox Chew  
\*Mary Ellen Lassiter  
Leslie M. Murphy  
Annie Kate Neal  
\*Wilbur A. Sherrill  
Robert Van Der Voort  
Herman R. White

## 1931

Blanch Stafford Blackwelder,  
Chairman  
No. in Class: 72  
Contributors: 20 (28%)  
Amount: \$547.50

Bunyan H. Andrew (d)  
\*J. Granville Alley  
Charles M. Ayers  
\*Marshall H. Barney  
\*Blanche Stafford Blackwelder  
\*Howard L. Cannon  
Thomas J. Cheek  
Mary Lee Dillon  
Elma Fawcett  
Martha Armfield Gates  
Gertrude Hinshaw Herbert  
Curtis I. Jackson  
Isabella Jinnette  
Ollie McBane  
\*Elbert D. Newlin  
Weldon E. Reece  
\*Ernest M. Scarboro  
Allen H. Stafford  
\*Mary Reynolds Starbuck  
\*Esther Lindley Wellons

## 1932

Rose Pipkin Ginn, Chairman  
No. in Class: 68  
Contributors: 9 (13%)  
Amount: \$365.00

\*William L. Beamon  
\*Wilbert L. Braxton  
\*Jean D. Cochran  
\*Elizabeth G. Parker  
Josephine Kimrey Scott  
\*Edith Trivette  
Blanche Silver Tucker  
\*Allen J. White  
Robert W. Wildman

## 1933

Lillian Holder Kirby, Chairman  
No. in Class: 79

Contributors: 23 (29%)  
Amount: \$1,227.50

\*Aliene Thompson Alley  
\*Mary Cannon Dickerson  
\*Jewell Conrad Edgerton  
\*Junius K. Farlow  
\*Eleanor Blair Floyd  
\*Mary Camp Gardner  
Emily Hinshaw Gray  
\*George P. Greene  
George C. Hardin  
A. William Hire  
Lillian Holder Kirby  
\*Melvin H. Lynn  
Elizabeth Clegg Newlin  
Harvey R. Newlin (d)  
\*David H. Parsons, Jr.  
Morgan Raiford  
Myrtle Cockman Rice  
Helen Johnson Strader  
Harlan B. Stout  
Ethel Swain Teague  
Frances Carter Tonge  
\*Harry A. Wellons  
\*William W. Woody

## 1934

Nelson H. Jones, Chairman  
No. in Class: 68  
Contributors: 11 (16%)  
Amount: \$939.34

\*Warren B. Bezanson  
Carson Cox  
\*William B. Edgerton  
Mildred Burton Hussey  
\*Nelson H. Jones  
W. Talmage Lewis  
\*Elizabeth Alexander MacKenzie  
Leroy B. Miller, Jr.  
\*George A. Silver  
\*John Hugh Williams  
R. Jack Wimbish

## 1935

George C. Parker, Chairman  
No. in Class: 72  
Contributors: 16 (22%)  
Amount: \$879.50

\*Harry G. Brown  
Jesse Lee Finch  
Dorothy Sturdivant McAdams  
Willie Lou McGee  
\*Charles A. MacKenzie  
Mildred Marlette  
\*George C. Parker  
\*Theodore Pollock  
Myrtle Gates Rice  
\*Felsie K. Riddle  
Howard D. Roach  
\*H. Fred Rudisill  
\*Orpha Newlin Seifert  
\*Edward Shaen  
\*Rose McGinnis Wilkerson  
\*Joseph F. Woodard

## 1936

Edgar P. H. Meibohm, Chairman  
No. in Class: 71  
Contributors: 10 (14%)  
Amount: \$182.00

William D. Coble  
Mary Alma Coltrane  
Phillip L. Green  
Helen Stilson Hardin  
Virginia Neece Hewitt  
\*Edgar P. H. Meibohm  
William M. Pittendreigh  
William P. Price  
Mary K. Weber  
\*Alice Conrad Williams

## 1937

Dorothy Ragsdale McMichael,  
Chairman  
No. in Class: 115  
Contributors: 25 (22%)  
Amount: \$2,923.75

Richard H. Archer  
\*Edward P. Benbow, Jr.  
\*Jane Clegg Bradley  
Bruce Bernard Cantrell  
William T. Capella  
\*C. B. Clodfelter  
Ruth Newlin Coble  
\*Dorothy Gadyne Dimmock  
Ben F. Fortune  
Lonnie Hugh Gray  
Donald C. Harvey  
Annie Pegram Higgins  
D. Rayborn Higgins  
\*Clarence H. Hill  
\*Betsy Bulla King  
James W. Lovings  
Dorothy Ragsdale McMichael  
John V. McNairy  
Mary Allen Mann  
\*Elinor Webster Merritt  
\*Elizabeth Gilliam Parker  
J. Roberts Poole  
\*Herbert T. Ragan  
\*Clewett R. Surratt  
J. Setzer Weston

## 1938

Allen R. Seifert, Chairman  
No. in Class: 84  
Contributors: 16 (19%)  
Amount: \$596.25

Milton H. Anderson, Jr.  
Norman B. Boyles  
Ruth Hopkins Cohn  
James C. Cornette, Jr.  
\*Beatrice Rohr Draudt  
Earle F. Maloney, Jr.  
William S. Mathis  
Charles M. Mendenhall  
Floyd A. New  
Sarah Stephens Primerano  
\*Floyd E. Rees  
Robert L. Roche  
Keitt Sawyer  
\*Allen R. Seifert  
\*Ralph R. Spillman  
Betty Trotter Wagoner

## 1939

Eunice Holloman Perian,  
Chairman  
No. in Class: 85  
Contributors: 18 (21%)

Amount: \$525.00

Mary Blouch Alexander  
Catherine Beittel Boyles  
Paul B. Chambers, Jr.  
\*Frank B. Fondren, Jr.  
Mildred Burton Hussey  
Margaret Mostrom Kenyon  
\*Miriam G. MacAllister  
\*Howard F. Maness  
Alvin W. Meibohm  
J. Floyd Moore  
Mildred Coble O'Connell  
\*Cora Worth Parsons  
Eunice Holloman Perian  
John Perian  
Doris Bland Sawyer  
\*William F. Van Hoy, Jr.  
Emily Cleaver Williams  
Howard B. Yow

#### 1940

James R. Hendricks, Chairman  
No. in Class: 81  
Contributors: 17 (21%)  
Amount: \$425.00

\*Malcolm U. Alexander  
James E. Case  
W. Ralph Deaton, Jr.  
\*J. Wilbert Edgerton  
\*Marianna Dow Edgerton  
\*Mary Ellen Gibbs  
James R. Hendricks  
Burton S. Hill  
Jonaleen Hodgins Jacobsen  
Kathleen Leslie Latham  
\*Seth C. Macon  
\*Wilson W. Mitchell  
\*Irene Andrews Newlin  
\*Howard A. Petrea  
Melissa P. Powell  
\*Annie Powell Ryan  
Americus H. Woodward II

#### 1941

Elizabeth Robertson Stamper and  
Dr. Theodore Mills, Co-Chairmen  
No. in Class: 92  
Contributors: 26 (28%)  
Amount: \$680.00

Mary Binford Bailey  
\*Grace Beittel Barrickman  
\*Edna Edgerton Brinson  
Jennie Stout Case  
Virginia Hill Cornwell  
W. Hughes Davis  
Clifford L. Emmons  
Charlotte Lewis Gage  
Anna Shultz Gottlieb  
J. William Grice  
J. Isaac Harris  
Brayton M. Heath  
George R. Latham, Jr.  
John W. Lipscomb  
Josephine Swift Lord  
Julia Fussler Lunsford  
Mary Ruth Kimrey McKinney  
\*Hazel Monsees Macon  
\*Margaret Morton March  
\*Theodore M. Mills

\*Harrison Nace  
David R. Parker, Jr.  
\*Christine Wheeler Peters  
Patricia Hopkins Robins  
Elizabeth Robertson Stamper  
\*Margaret E. Stancil

#### 1942

Stokes S. Rawlins, Jr., Chairman  
No. in Class: 100  
Contributors: 20 (20%)  
Amount: \$1,033.00

Hazel Sharp Barbour  
William L. Caudle, Jr.  
Elois Mitchell Chatham  
Mamie Lee Andrew Foust  
E. J. Gehrke  
Marie Grumbrecht  
Phyllis Meadows Hojem  
\*Margaret Jones Kelso  
Charles W. Lewis, Jr.  
Joseph H. Lindley  
Lawrence A. Menghetti  
Louise Thomas Miller  
Colin P. Osborne, Jr.  
Mary Caulfield Parker  
Walter C. Patzig  
Paul C. Pearson, Jr.  
Elfried Pennekamp  
\*Dorothy Teague Pollet  
\*Stokes S. Rawlins, Jr.  
Frederick H. Taylor  
Nancy Oliver Young

#### 1943

Robert C. Rohr, Chairman  
No. in Class: 94  
Contributors: 19 (20%)  
Amount: \$492.00

\*George W. Bunce  
\*Virginia Pope Campbell  
\*Paul B. Cobb  
Thelma C. Edwards  
Fleta Hohn Kirkman  
Roy E. Leake, Jr.  
Maria Jeffre Martinroe  
\*Ruth Weisgerber Maynard  
\*Stuart T. Maynard  
Shirley Cummings Moyer  
Ruth Lockwood Peaser  
\*Thomas W. Phillips, Jr.  
Hilda Henley Prefontaine  
\*Robert C. Rohr  
Corinne Field Stutts  
John C. Tate, Jr.  
Sadie White Taylor  
\*Claus Victorius  
\*Rosemary Nunn Whatley

#### 1944

Carolyn Prout Davis, Chairman  
No. in Class: 93  
Contributors: 21 (23%)  
Amount: \$775.00

\*Henry L. Ausband  
\*Ruth Bab  
\*Gerda Ungar Blau  
Shirley Ware Brunkhardt  
William R. Crowder  
\*Carolyn Prout Davis

Patricia Lockwood Eichman  
Phillip Hurwitz  
Ruth Edgerton Long  
Charles G. Monnett, Jr.  
Talmadge M. Neece  
\*Robert F. Neece  
Charlotte Speare Pearson  
Senta Amon Raizen  
\*Hazel Key Schoonmaker  
\*Elizabeth Bailey Scott  
Nancy Sharp Smith  
David O. Stanfield  
A. Raymond Tannenbaum  
Shirley Marshall Tate  
Richard W. Taylor

#### 1945

25th Anniversary Class  
Dean K. Thomas, Chairman  
No. in Class: 74  
Contributors: 12 (16%)  
Amount: \$382.25

\*Nancy Nunn Beauchamp  
Virginia Chapin Freeman  
Stacy N. Kirkman  
\*Dorothy Peele Kramme  
Maxine Ray Lane  
\*James C. Lehr  
Louise White Newman  
Hazel Bradshaw Railey  
Julia Nelson Rainey  
Virginia Ashcraft Sherrill  
\*Bernard F. Weissman  
\*Ann Edgerton Whitley

#### 1946

Christine Stanfield Slocum,  
Chairman  
No. in Class: 73  
Contributors: 14 (19%)  
Amount: \$565.00

Henry Brickell  
Mabeth Raiford Brown  
\*Malcolm P. Crooks  
Martha Ann Robinson Farquhar  
Gaither C. Frye  
Helen Stabler Grinstead  
\*Alice Ekeroth Rohr  
Oscar L. Sapp III  
Richard Lewis Schaffer  
Norman Shaen  
\*Christine Stanfield Slocum  
Fukiko Takano  
Peggy Taylor Underwood  
Donald R. Wernitz

#### 1947

Paul Jernigan, Chairman  
No. in Class: 57  
Contributors: 11 (19%)  
Amount: \$530.00

\*Beatrice Carmien Collins  
Mary Frances Chilton Gamble  
\*John R. Haworth  
\*Grimsley T. Hobbs  
Charles W. Jennings  
\*Elizabeth Hare Lasley  
\*Joseph W. Lasley  
\*Roxie Roberson Leonard  
\*Juanita Young Ordahl  
Helen Lewis Stanfield  
E. Clark Wilson

#### 1948

Dr. Harold H. Orvis, Chairman  
No. in Class: 100  
Contributors: 26 (26%)  
Amount: \$1,225.82

James F. Andrew  
Jack Arzonico  
\*Rachel Thomas Benfey  
Adrian Brodeur  
Mildred Ridge Brodeur  
David H. Brown, Jr.  
Jeanne Van Leer Campbell  
William E. Cavan  
\*George L. Clodfelter  
William P. Danenburg  
\*Ethel Gearren Gold  
David M. Hadley  
\*Lois Ann Hunkele Hobbs  
Mark Josel  
\*Irie Leonard  
Lena Mae Adams McCraw  
Billie Roberts Miller  
\*Harold H. Orvis, Jr.  
Betty Thompson Pollock  
Henry Pollock  
\*Raymond A. Price  
Albert F. Rusack, Jr.  
Herbert J. Schoellkopf, Jr.  
Ina Rollins Sims  
Nancy Osborne Stebbins  
Leonard Twinem, Jr.

#### 1949

Sol B. Kennedy, Jr., Chairman  
No. in Class: 159  
Contributors: 26 (16%)  
Amount: \$825.00

G. Howard Allred  
Hoyle T. Allred  
\*Charles F. Carroll, Jr.  
\*Jane Wallace Dudlik  
\*Carl O. Erickson  
Phyllis Stevens George  
William R. George  
Joan Folger Hanson  
\*John J. Hanzel  
Sarah Farlow Hines  
Nancy Reece Holt  
\*Sol B. Kennedy, Jr.  
June Lewis Leak  
Cassie Williams Mackie  
James P. Patton, Jr.  
Carter I. Pike  
Mary Branson Pike  
C. Russell Poore  
Geraldine Holler Putnam  
Floyd A. Reynolds  
Aileen Belton Schoellkopf  
Thelma Morse Smith  
Jeanne Kelly Swift  
\*William C. Talley  
Eldora Haworth Terrell  
T. Eugene Terrell

#### 1950

Robert H. Fowler, Chairman  
No. in Class: 181  
Contributors: 28 (15%)  
Amount: \$1,030.00

# The Leading Classes

## In Class Participation

'20 (Anna H. Coble)	54%
'26 (Lalah C. Macon)	43%
'22 (Elizabeth W. Yates)	40%
'24 (Sam Harris)	38%
'21 (Algje Newlin)	35%

## In Amount Contributed

'60 (Joseph Bryan)	\$5,000.00
'37 (Dorothy R. McMichael)	2,923.75
50 Yr. Group (James Yates & Ralph Yow)	2,781.50
'26 (Lalah C. Macon)	2,410.00
'69 (Lynn C. Smith & Penelope W. Kyle)	1,902.50

## In Number of Donors

50 Yr. Group (James Yates & Ralph Yow)	87
'63 (Charles Milner & Howard Braxton)	35
'69 (Lynn C. Smith & Penelope W. Kyle)	34
'64 (Daniel Gregory & Carolyn K. Raiford)	31
'50 (Robert Fowler)	28



Edward H. Alexander  
Chizu Watanabe Ase  
James T. Benjamin, Jr.  
Ann Young Busher  
Malcolm O. Campbell  
John A. Clark, Jr.  
Douglas P. Dettor  
S. Gerald Duckor  
Robert H. Fowler  
Clifford L. Goodman, Jr.  
Richard O. Hanson  
Jimmie C. Hines  
Stacy H. Hockett, Jr.  
Thomas F. Holt  
Howard C. Jarrell  
J. I. Jessup, Jr.  
Joseph T. Keiger  
Numa E. Knight, Jr.  
C. W. McCraw  
Esther Lowe Phillips  
Mary Jane Sweeten Portewig  
James H. Ray  
\*Eleanor Cornelson Rice  
J. Reginald Roberts  
John C. Rush  
Clifford E. Tyson, Jr.  
\*A. Don Wolff  
\*Winslow Womack

### 1951

Hayes O. Ratledge, Chairman  
No. in Class: 151  
Contributors: 20 (13%)  
Amount: \$445.00

John H. Boles  
Byron M. Branson  
Edward A. Brown  
\*Audrey Smith Duncan  
Thomas W. Evalul  
Beverly Utley Fowler  
\*Willis Fussell, Jr.  
\*Joseph P. Gamble  
R. M. Garner, Jr.  
\*Clayborne B. Hall III  
Anne Coble Hardin  
Martha Shearon Hirschi  
Joseph M. Leak  
\*Jean E. Kirkman  
A. William McDonald  
Nina Craft McDuffie  
\*Hayes O. Ratledge

\*Nancy McGuire Ratledge  
\*Gene Peace Semmler  
Edward C. Stannard

### 1952

Aaron G. Tyson, Chairman  
No. in Class: 143  
Contributors: 18 (13%)  
Amount: \$460.00

Abner Alexander  
\*Dorothy Demos Daye  
Donald V. Dunlap  
Judith Mower Goodman  
Billy B. Harris  
\*Charles T. Justin  
Lee B. Kennett  
Anita Hollis Laughlin  
Neville Ann Long  
Samuel J. Lynch  
\*Joyce Fulk Midkiff  
\*William F. Midkiff, Jr.  
\*Henry C. Semmler  
William L. Serog  
\*S. Clement Swisher  
Aaron G. Tyson  
William S. Ward  
Charles A. Whitcomb

### 1953

William L. Yates, Chairman  
No. in Class: 140  
Contributors: 13 (9%)  
Amount: \$330.00

Ola Mae Gregson Brown  
David A. Campbell  
J. Howard Coble  
Leon Jonas, Jr.  
Jennie Chu Lee  
\*William H. Madara  
James D. Pratt  
Karl J. Reinhardt  
John R. Shore  
Mary Ruth Van Hoy  
Betty Pratt White  
Marilyn Linhart Wilson  
\*William L. Yates

### 1954

Barbara Money Royal and  
Mabel Benedict Downing,

Co-Chairmen  
No. in Class: 111  
Contributors: 15 (14%)  
Amount: \$227.00

Yasuko Maekawa Adams  
\*Charles S. Austin III  
Ann Bailey Dancy  
\*Hugh S. Downing  
Mabel Benedict Downing  
Edward Finch  
Margaret Workman Harris  
Chase W. Lassiter  
James R. Lomax  
\*Janis Davis Madara  
\*Jean Patterson Mann  
Barbara Money Royal  
Norma Stetzel Shore  
Janet Sumner Thompson  
Leslie E. Warrick, Jr.

### 1955

Fred P. Albright, Jr., Chairman  
No. in Class: 103  
Contributors: 11 (11%)  
Amount: \$530.00

Fred P. Albright, Jr.  
in memory of W. E. Ballinger  
\*Raymond E. Chalkley  
Rachel Grogan Cheek  
Fred G. Crumpler  
Margaret Darrow  
Vannie E. Gray  
Joyce Pate Herring  
\*John D. Lambeth  
Arnold F. Leary  
Beverly Broome Leary  
Trilby Tucker Wall

### 1956

Edwin P. Brown, Jr. and  
Dr. Eldon H. Parks, Co-Chairmen  
No. in Class: 147  
Contributors: 15 (10%)  
Amount: \$492.50

\*Beverly Smith Austin  
Robert A. Blaylock  
\*Edwin P. Brown, Jr.  
\*Margaret White Chalkley

Franklin H. Davis  
\*Royce R. Garrett  
\*H. Curt Hege  
Alfred R. Himmelrich, Jr.  
W. Frank Laraway, Jr.  
Vernette Arbieter McFarland  
\*Eldon H. Parks  
Jerry Payseur  
Leo Rogon  
Charles H. Trafford  
Wako Yokoyama

### 1957

Dr. Joseph E. Walker and  
Gus Ballus, Co-Chairmen  
No. in Class: 139  
Contributors: 11 (8%)  
Amount: \$405.00

Ann Thomas Echols  
Grady D. Edwards  
Howard H. Haworth  
\*Patricia Shields Hege  
\*Wenda Hodgkin Kirkman  
Henry A. Mitchell, Jr.  
James N. Palmer  
\*Marion A. Pringle  
A. Lincoln Sherk III  
\*James E. Thompson  
\*Joseph E. Walker

### 1958

Kurt Conner and William B.  
Wallace, Co-Chairmen  
No. in Class: 161  
Contributors: 13 (8%)  
Amount: \$300.00

James H. Askins  
Charles H. Atkinson  
Dale D. Embich  
\*Ann Harper Mauger  
Robert A. Newton  
Morris S. Perry  
\*Stephane F. Turner  
Nicole Schreiner Vogel  
Anne Rollins Watson  
Dale L. Watson  
Imogene Poole Watterson  
Phillip L. Welch

### 1959

Robert W. Edwards and Jo Ann

Hundley Parker, Co-Chairmen  
No. in Class: 200  
Contributors: 14 (7%)  
Amount: \$214.50

William H. Crofton  
\*Robert W. Edwards  
\*David H. S. Hardin  
\*Mary Shropshire Hardin  
Becke Blackwell Jones  
Robert L. McFarland  
Jo Ann Hundley Parker  
Shirley Rice  
Richard O. Ringewald  
Glenn A. Snow  
\*Emily L. Stafford  
Robert H. Stanger  
\*Frances H. Webb  
John L. York, Jr.

#### 1960

10th Anniversary Class  
Joseph McKinley Bryan, Jr.,  
Chairman  
No. in Class: 167  
Contributors: 19 (11%)  
Amount: \$5,000.00

O. Gordon Brewer  
Joseph M. Bryan, Jr.  
\*Jo Ann Cook Cecil  
Rasma Frisbergs Duffy  
\*W. Groome Fulton, Jr.  
Sara Robertson Helton  
Paul Douglas Kerr  
\*Barbara Jo Lineberger  
Martha Sharp McFarland  
Earl V. McNeal  
Kaye Burton Merritt  
\*Thomas L. O'Briant  
O. Lester Parker  
Marion L. Priddy  
Robert N. Randolph  
Betty Chilton Rierson  
Andrea Rogin Stranger  
James F. Watterson  
\*Robert F. Winsor

#### 1961

Lillian O'Briant and Robert L.  
McKee, III, Co-Chairmen  
No. in Class: 196  
Contributors: 19 (10%)  
Amount: \$536.00

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#### 1962

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No. in Class: 194  
Contributors: 19 (10%)  
Amount: \$335.00

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No. in Class: 208  
Contributors: 35 (17%)  
Amount: \$1,020.00  
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No. in Class: 222  
Contributors: 31 (14%)  
Amount: \$635.50

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#### 1965

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Co-Chairmen  
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Amount: \$542.50

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Contributors: 26 (8%)  
Amount: \$1,061.50

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 No. in Class: 398  
 Contributors: 26 (7%)  
 Amount: \$348.50

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#### 1969

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No. in Class: 435  
 Contributors: 34 (8%)  
 Amount: \$1,902.50

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Under the able, im-  
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 Mr. Ivor Massey of Rich-  
 mond, Virginia, and Mr.  
 Albert H. Kinsey of  
 Daytona Beach, Florida,  
 Guilford parents estab-  
 lished a new record of  
 \$8,015 for the Parents  
 of Students Annual  
 Giving Program. This  
 amount from 191  
 parents was \$770 high-  
 er than had been do-  
 nated by Guilford  
 parents the previous  
 year.

Mr. Massey, chair-  
 man of the Parents  
 Program for the past  
 three years, was pres-  
 ented the first Alumni  
 Appreciation Award on  
 Alumni Day 1970.  
 Through his leadership,  
 the Parents Program  
 more than tripled its  
 donations over the three  
 year period.

Guilford welcomes  
 these efforts by parents



to sustain the quality of her service to students and the community.

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At the heart of the educational process are those who teach—the faculty—and those who assure the successful operation of the college—the staff. Without their dedication and devotion Guilford could not exist.

As evidence of their own commitment to the College, 66 members of the Guilford family contributed to the

Faculty-Staff Annual Giving Program. Under the leadership of Earl W. Redding, Assistant Professor of Philosophy, faculty and staff members gave \$2,724, an increase of \$731 over the preceeding year. To these loyal contributors Guilford is grateful.

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The College, founded in 1837 by the Religious Society of Friends, appreciates the continuing support of the Friends Meetings. Such support is renewed evidence of a long standing concern of Quakers for the education of every man and woman.

Nine Friends Meetings in North Carolina contributed \$11,013.88 to the Loyalty Fund's Friends for Guilford Program. The Reverend Isaac Harris of Archdale was the program's chairman. (\*denotes four consecutive gifts)

Archdale Friends Meeting  
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\*High Point Monthly Meeting of Friends  
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North Carolina Yearly Meeting of Friends  
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## Corporations and Foundations

Each year foundations and corporations

give to the Guilford Loyalty Fund as testimony of their belief in higher education. Several companies donated through their Matching Gifts Program in which they match the amount an employee gives to Guilford. In 1969-70 this partnership between the College, the business community, and private foundations produced \$9,045.62 for the general purposes of the College. Guilford is deeply grateful to these 31 foundations and corporations who have been responsible for this generous support. (\*denotes four consecutive gifts)

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In addition to their unrestricted gifts to the Loyalty Fund, Guilford's alumni and friends gave generously in support of other specific College programs.

The newly formed Friends of the Libraries, under the leadership of Chairman Charles W. Phillips, Sr. of Greensboro, contributed \$3,962 to enrich the library collections. The College appreciates the interest of these 160 donors.

The libraries also benefited from the generosity of other donors who made contributions of books or periodicals and those who made gifts in memory of the deceased.

Guilford's intercollegiate athletic programs were boosted by Quaker Club contributions totaling \$10,628.65 made by 142 donors. Dr. James Brewer '51 of Greensboro headed the drive which provides additional athletic scholarships for Guilford players.

Ninety donors contributed \$548,667.54 for current and restrictive purposes which aid the general development of the college. The total amount of voluntary support to Guilford for 1969-70 was \$628,913. This is an achievement alumni and friends of the College can share with pride.

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## Fund Highlights

The successful 1969-70 Loyalty Fund campaign was highlighted by the first anniversary class gifts from the 50th, 25th, and 10th Reunion Classes.

The Golden Anniversary Class of 1920, led by Gift Chairman Anna Henley Coble and Reunion Chairmen Hugh and Alma Chilton Moore, gave \$1,000 to the Loyalty Fund. Fifty-four percent of the class participated for an all-time high.

The wartime class of 1945, celebrators of their Silver Anniversary, responded to their Gift Chairman Dean K. Thomas and Reunion Chairman James Lehr with an encouraging 16% class participation and a generous donation of \$382.25.

Under the leadership of Gift and Reunion Chairman Joseph Bryan, Jr., the Tenth Year Reunion Class of 1960 established an all-time giving record of \$5,000 from 11% of the class members. Such responses will undoubtedly be challenged by this coming year's anniversary classes of 1921, 1946, and 1961.

#### AREA CAMPAIGNS

For the third consecutive year, area campaigns were staged in Greensboro, High Point, Winston-Salem, and Atlanta. The key to the success of the campaigns were the 136 area chairmen and workers

who encouraged their fellow alumni to support the College. Guilford is grateful to them and the donors who contributed to the Loyalty Fund.

The Greensboro campaign produced \$12,634 from 286 donors; a total of 71% of the alumni in the area participated. In High Point, 97 loyal alumni raised \$8,514 for a 40% participation record. Eighty-four Winston-Salem alumni gave \$1,929; 42% participated. Atlantans donated \$1,860; the 23 donors who contributed comprise 38% of Guilford's alumni in the Atlanta area.

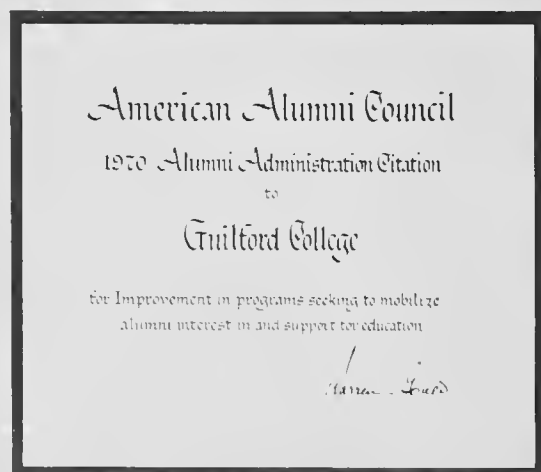
#### TOWARD THE FIFTH YEAR

The Guilford College Loyalty Fund Annual Giving Program, now entering its fifth year, seeks to raise a minimum of \$80,000 during the 1970-71 campaign. The Alumni Association Board of Directors set that figure as its goal, recognizing that the College is dependent upon its alumni and friends for at least this amount in unrestricted gifts if it is to provide students with the best educational service at the lowest possible cost.

Mr. John Hugh Williams '34 of Concord, North Carolina, is General Chairman of the 1970-71 Loyalty Fund. He will be assisted during the campaign by some 150 loyal alumni and friends of the College.

## 1970 Alumni Administration Award

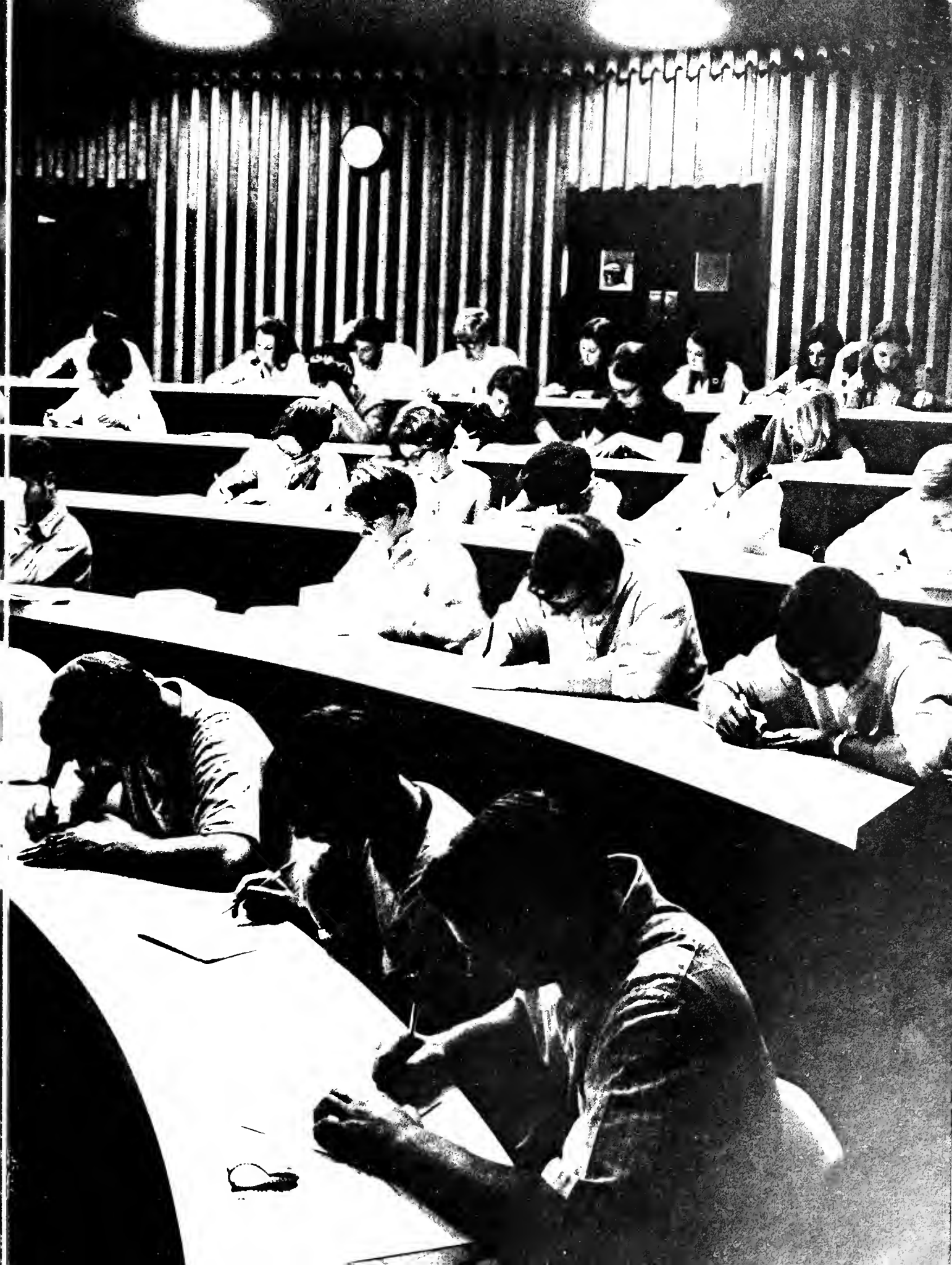
# Guilford Wins National Award Honor



The Guilford College Alumni Association received the American Alumni Council's 1970 Alumni Administration Citation for Improvement at the AAC's national conference in New Orleans in July. The award, presented annually by the AAC, recognizes "improvement in programs seeking to mobilize alumni interest in and support for education."

Since the awards program was established five years ago, only thirteen institutions have been selected for the improvement citation. Guilford was one of five winners selected from more than 1,550 colleges, universities, and independent secondary schools who are members of the AAC. Other winners named for 1970 were the University of California at Los Angeles, Bowling Green State University in Ohio, Texas A&I University at Kingsville, and Becker Junior College in Worcester, Massachusetts.

In announcing the awards in *Alma Mater*, the AAC's national magazine, the editors cited Guilford's achievement: "Since 1966 all (alumni) programs have been either started from scratch or have been revised for strength. This has been done to improve alumni relations with the college and to involve the alumni in aiding the college in solving its problems and meeting its needs. During the past three years average alumni giving participation has increased 326 percent, and the average alumni gift has increased tenfold."



*"There is a definite relationship between the 'problems' approach of Guilford's Man in the Twentieth Century course and the student's concern to relate their educational experiences toward improving the world in which they live."*

*Continued from page 12*

a real and vital impact upon Guilford students.

The College has in every instance taken the position of providing an atmosphere of acceptance for individuals who take stands concerning these matters as expressions of conscience and strong concern. Such an atmosphere should not be interpreted, however, as "taking sides" on a particular issue. The College's responsibility is to respect the individual in his concern and to maintain an environment for free expression of ideas.

Two major events with political implications fired the consciences of students all over America during this past year: the Moratorium activities of November 15, and the spread of the Vietnam war into Cambodia. Approximately 250 Guilford students participated in Moratorium activities, which included a vigil, several seminars regarding the Indochina war, open "speakers," and several workshops. There was no boycott of classes at Guilford, and many classes as well as *ad hoc* seminars dealt with issues relating to the war. Student organizers of Moratorium activities were opposed to a boycott of classes, feeling that the time could be more usefully spent if faculty would devote class time to such issues. Many faculty members chose to do this.

Following the Cambodian incursion and the death of students at Kent State and Jackson State Universities, the Guilford Student Legislature called for a one-day strike to consider the implications of those recent events. This experience was a meaningful one in that people possessing every conceivable point of view regarding this matter were encouraged to express themselves on the issues. Again, there were workshops, discussions, lectures, and vigils on campus and downtown. Students actively encouraged people, whatever their position might be, to write their congressmen and senators regarding the matter; and there was a community gathering attended by some 400 students at which administrators, faculty, and students were encouraged to express their opinions regarding the war. Following the activities of that day, several members of the College community went to Washington to express their convictions to congressmen. The faculty in its next regular meeting took a position encouraging individual expression of concern and also encouraged faculty mem-

bers to work closely with individual students so that they might express their concerns and still meet their academic obligations.

Guilford College's black students organization, BASIB (Brothers and Sisters in Blackness), met with administrators and faculty members on two occasions, March 13 and 16, to discuss matters of concern to Guilford's black students. They said they had experienced discrimination, widespread insensitivity, hostility, and misunderstanding by white students, faculty, and staff. Because of their grievances, the black students made several requests, including the establishment of a black studies center on campus, the hiring of additional black professors, improved transportation to off-campus events, a review of college disciplinary action for one of their members, the abolishment of dormitory hours for black women, and a guarantee of a minimum grade of C for the spring semester.

Recognizing the merit of some of these requests, two rooms in Cox Hall were set aside as a meeting place for BASIB, and BASIB was recognized as a student organization which could schedule and use college cars (at its own expense). In addition to several part-time black instructors previously on the Guilford staff, Guilford has hired two black professors and one black counselor for the 1970-71 academic year. These faculty members are all well qualified and will make outstanding additions to the Guilford faculty. In addition they will provide an adult leadership which understands the black experience and the special problems of black students. Such leadership will help white students and the community understand blacks.

No action was taken at that time concerning the lifting of dormitory hours for black women. Both black and white women now participate alike in the self-regulating curfew available for women students. While assurance of a C grade could not be given, the Curriculum Committee recommended that the faculty make a genuine effort to counsel black students and to allow them to make up back work. The committee also recommended that it be made possible for black students to receive academic credit for constructive planning leading to an improved campus environment, sub-

*"The College's responsibility is to respect the individual in his concern and to maintain an environment for free expression of ideas."*

ject to the prior approval of the academic dean.

This was a period of growing awareness of fundamental problems in human relations at Guilford. It was recognized that some, though not all, of the requests of black students had legitimacy, and the College was glad to respond to the requests which had merit.

#### STUDENT ACTIVITIES

Emphasis in the Student Personnel program has been upon recognition and anticipation of real student needs as opposed to the variety of student demands which happen to be currently popular. One major discernable trend in all active student groups is a growing desire to have a greater voice in the decision-making processes governing their lives.

About forty student organizations are currently involved in program planning for their members. The Director of Student Activities has given valuable assistance to these organizations in developing their plans and helping to carry them out.

Under the Convocations and Arts Series, twenty-five students and staff members planned a broad range of speakers and cultural events. More than sixty speakers appeared on campus last year, covering a great variety of subjects; many were also available for classroom appearances, seminars, and dinner meetings.

Approximately eighty-five students were involved with the various programs under the auspices of the College Union. The College Union has in a very few years become quite an important organization on campus. The growing activities of this group, as well as the need for improved and enlarged facilities to meet the needs of other campus organizations and general College needs, continues to indicate the urgency for a College Union building.

The Student Personnel staff has continued the practice of seeing students who receive low mid-term grades. This opportunity to discuss academic problems most often opens the way to the discussion of more serious personal problems or other educational problems.

#### FINANCIAL AID

Despite a sizeable cutback in National Defense Student Loan funds (NDSL), Guilford was able to award financial assistance to needy students at approximately the same level as last year due to a balance in the loan fund and an exceptionally successful year of loan collections.

Guilford College students pursued their academic programs this year with the total of \$322,989.57 in financial aid sources outside the family. About 30% (300) of the average number of full-time equivalent student enrollment (1,357) received some financial support this year. On the residential campus 40% or 383 of 965 students received assistance. Educational Opportunity Grants totaling \$15,225 enabled 29 students to attend Guilford College. The Financial Aid Committee approved grants, scholarships, and loans which totaled \$276,145 to a total of 336 students (14 were Downtown Campus students). The State Loan Programs and the United Student Aid Fund provided \$26,700 for 33 students. Vocational Rehabilitation Grants, Veterans Grants, area scholarships, and teacher scholarship loans accounted for an additional \$20,143 in aid to 30 students. National Defense Loans totaling \$74,468 were made to 143 students for an average loan of \$521.75.

Seventy-four percent (163) of the 1970 senior class registered with the Placement Office. Spring and fall interviews were scheduled with 78 companies and school systems. The various branches of the military, the Peace Corps, and VISTA also sent representatives to the campus. Approximately 350 interviews were scheduled.

Eighty-one percent of women graduates indicated education as their area of employment; 10% went into business; and 4% into government work. Male graduates were employed as follows: 15% in education, 68% in business, and 17% in other areas, including military service.

#### RESIDENCE HALL LIFE

Student interest in residence hall activities is still a





*"Guilford plans to remain strongly competitive in athletics whatever conference affiliation it may ultimately have."*

good deal less than we desire. Our aim has been to introduce educational and cultural experiences into dormitory life so that the general academic interest and tone on campus might be bolstered. Student Personnel officers and student Resident Assistants are actively working to promote this attitude. One of the basic tenets of the "Units of Living" concept is that a student government in each dormitory will be responsible for enforcing order and the agreed-upon rules for that dormitory. The administration thinks that this should result in improvement. The concept of self-regulation is also one of the things for which students have been clamoring, and there is reason to think that it will do much to claim their allegiance. Close attention will be paid to the success of this plan.

The quality and character of the Resident Assistants program in the men's residence halls has continued to improve. The program has become popular with students to the degree that applications numbered five times the number of vacancies.

## ATHLETICS

Athletic programs achieved several noteworthy accomplishments during the 1969-70 school year. The football and soccer teams played excellent ball and showed signs of being outstanding in the future. Coach Wilbur Johnson replaced Robert Lord as head football coach last spring.

Cross-country was added to the athletic program, bringing the total number of intercollegiate sports offered by the College to nine. The cross-country team enjoyed unusual success for the first year and climaxed a winning season by finishing fourth in the NAIA District #26 Championships.

The wrestling team had the best record ever (10-12) and won the District #26 Championship.

The basketball team had an exceptional year. After a slow start, they regrouped and won twenty-nine straight games, climaxed with a fourth-place finish at the national tournament in Kansas City. The team represented District #26 and the College well by winning the All-Sports Championship and the coveted Sports-

manship Award at the NAIA Championships in Kansas City. The sports highlight of the year was the selection of Guilford's basketball team to represent the United States Department of State and the NAIA on a goodwill tour of Africa. The team left for Western Africa in June and returned in late July. Basketball Coach Jerry Steele resigned in August to take a position with the professional Carolina Cougars basketball team and was replaced by Assistant Coach Jack Jensen.

Many players on various Guilford teams received All-District and All-Conference recognition, and basketball player David Smith was chosen first team NAIA and second team All-American.

Another highlight of the athletic year was the induction of twelve outstanding men into the Guilford College Hall of Fame. Those selected were: Edwin P. Brown, Edgar H. McBane, Elton Warrick, Rick Ferrell, Paul Lentz, Stuart Maynard, A. I. Newlin, E. G. Purdom, George Parker, Robert Jamieson, E. H. Hawthorn, and Ernie Shore.

Guilford's strong athletic program in recent years has been of benefit to the College in many ways and has undoubtedly enhanced the enthusiasm and spirit of community among many of the alumni and students of the College. The quality of the teams and team members has also resulted in a great deal of favorable publicity for the College in the sports columns of area newspapers.

Concern has been expressed that a disproportionate amount of money is spent on grants-in-aid to athletes and that more money should be allocated for student scholarships in the purely academic areas. To remedy this inequity, \$1,775,000 in scholarship endowment was approved by the Board of Trustees as an urgent five-year goal of the CHALLENGE FOR THE 1970s program, with an overall student aid goal of \$4,000,000 in ten years. No increase in athletic grants-in-aid is anticipated during this period.

The possibility of a reduction in the total amounts of grants-in-aid is being explored as a possibility within the Carolinas Conference as well as the possibility of other conference alliances which might offer challenging opportunities for Guilford teams. Such delibera-

tions are being entered into chiefly to expand the range of possible choices without any sense of precommitment to their outcome. Guilford plans to remain strongly competitive in athletics whatever conference affiliation it may ultimately have.

## COLLEGE ADVANCEMENT

### TEN-YEAR PLAN

Concurrence was achieved during the past year on the first official statement of the development program of the College for the coming ten years (1970-1980). This statement of intentions is now in print as **GUILFORD'S CHALLENGE FOR THE 1970s**. It sets forth the adopted major fund-raising objectives of the College with their estimated costs for the coming decade.

This brochure lists and explains all Guilford fund-raising objectives during the ten-year period, including those for an intensive capital campaign or campaigns, those for each of the ten annual current support operations, and those for bequest or deferred giving operations.

Some such printed official statement of long-range intention is essential to the continuing organized seeking of a number of large grants or gifts from individuals, business firms, foundations, and governments, and also for increased repetitive annual gifts. Prospective donors expect some such statement of vision and intent.

This statement does not concretize either the plans or program for the College. It is based on the best projected judgment available at the time of its adoption. It can properly be amended or revised by official College action. There is a good deal of flexibility within and among the twenty major objectives it sets forth.

The College master plan was updated during the past year. Concept designs were completed and accepted for the College Center and the Physical Educa-

tion Center. These graphics were essential to illustrate the principal brick-and-mortar objectives of the CHALLENGE program.

Substantial progress was made in enlisting volunteer leadership of high caliber to supplement and assist those trustees who are dedicating their efforts to the CHALLENGE program.

### BOARD OF VISITORS

In November of 1969, the Board of Visitors held its second annual fall weekend meeting. The theme, "The College and Today's Student," was keynoted by Visitor Lewis Mayhew, Professor of Higher Education, Stanford University. The two-day meeting was enthusiastically received by those in attendance.

Reelected to serve as members of the Executive Committee were: Chairman, Edwin A. Bescherer; Vice-Chairman, John Harden; Secretary, Carl O. Jeffress; and Members-at-Large, William A. Tomlinson and Arnold Schiffman. Elected to fill the two remaining Member-at-Large posts were Edward R. Zane and Benjamin Cone. This committee has been very active, and its deliberations and accomplishments were of great value to the College.

The Executive Committee held meetings with various students, faculty, and administrators and invited interested students to attend seminars at the business locations of several members of the Board of Visitors. An *ad hoc* committee which studied Guilford's Music Department made useful recommendations.

Visitor Charles W. Phillips served as Chairman of the newly chartered Friends of the Libraries program which raised approximately \$4,000 in its first year of operation. The program is planned as a channel for long-range cultivation and support of library objectives. Members of the Board of Visitors assisted greatly in the success of the Friends of the Library program as well as the Loyalty Fund.

Guilford College has gained a great deal from the interest which members of the Board of Visitors have taken in the College and from their efforts to inter-



*"Rising college expenditures are largely the result of salary increases and heightened operational costs, both of which are directly tied to the inflationary trends of the nation's economy."*

pret the College and its programs to various persons and groups.

#### LOYALTY FUND

The 1969-70 Loyalty Fund raised \$76,207, surpassing last year's total by \$11,323. The number of donors was 1,329, an increase of 134. Between 1965 and 1969, donor participation increased by 326% and alumni giving by 1.065%.

In recognition of this achievement and a generally improved alumni program, Guilford College was awarded the American Alumni Council's Alumni Administration Improvement Citation. The 1970 award was one of five awarded nationally from the AAC's membership of over 1,550 colleges and universities.

#### OTHER GIFTS

Guilford College received an important \$100,000 gift from Burlington Industries to help fund construction of the new science wing addition to King Hall. Jefferson Standard and Pilot Life Insurance Companies granted Guilford \$100,000 to establish the Jefferson-Pilot Professorship, a much needed salary-supplement endowment. Aid this year from other corporate sources included major gifts from Western Electric, North Carolina National Bank, Sears Roebuck Foundation, Mitchell-Frye Insurance Agency, S.C.M. Corporation, and a large number of companies with matching gifts programs for their employees. Unrestricted operational support grants from businesses and individuals in North Carolina were received through the North Carolina Foundation of Church Related Colleges.

The Charles A. Dana Foundation generously granted Guilford \$100,000 to further endow the very important Dana Scholarship Program. Scholarship support was also received from the Sigmund Sternberger Foundation and the Friends Freedmen's Association. The College also continued to receive increments from a previous grant from the H. Smith Richardson Founda-

tion. Other foundation gifts include support from the Ivy Fund and the Martha and Spencer Love Foundation.

The College also welcomed a major gift from Dr. Edgar V. Benbow to fund construction of the Edgar V. Benbow Advanced Microbiology Laboratory in the new science wing of King Hall. Support from individuals and other sources for various purposes include major gifts from Archdale Friends Meeting, William T. Boyce '09, Edwin P. Brown '26, Joseph M. Bryan, Jr. '60, Alyse Smith Cooper, Alma T. Edwards '07, George D. Finch '21, Estate of Lucy Moore Graves, High Point Monthly Meeting of Friends, Grimsley T. Hobbs '47, Carl O. Jeffress, Mr. and Mrs. John Kellenberger, William P. Kemp, Jr., Harvey A. Ljung, Dalton L. McMichael '37, Ivor Massey, Ed Mendenhall, Hugh W. and Alma C. Moore '20, Charles F. Myers, Jr., A. Scott Parker, Jr. '29, George C. Parker '35, W. Y. Preyer, Jr., Julian Price II '69, Herbert T. Ragan '37, Young M. Smith, Jr., Frederick H. Taylor, M.D. '42, Rufus White, and V. Judson Wyckoff.

*GUILFORD COLLEGE*  
*COMPARATIVE CONSOLIDATED BALANCE SHEET*  
*Fiscal Year Ended May 31, 1970*

*ASSETS*

*Current Funds*

	1969	1970
Cash on Hand and in Banks	\$ 1,061,484.11	\$ 839,138.48
Accounts Receivable	28,558.82	51,703.97
Notes Receivable	11,082.35	12,640.24
Investments	123,734.80	176,711.10
Inventories	4,596.33	
Cash Value—Life Insurance	27,859.66	28,959.66
Construction in Process	1,440.00	215,211.16
	<u>1,258,756.07</u>	<u>1,324,364.61</u>
Add: Due from Other Funds	354,449.81	
Deduct: Due to Other Funds		57,179.51
	<u>\$ 1,613,205.88</u>	<u>\$ 1,267,185.10</u>

*Loan Funds*

Notes Receivable	34,276.13	40,597.74
Add: Due from Other Funds	46,177.22	41,170.06
	<u>80,453.35</u>	<u>81,767.80</u>

*Endowment Funds*

Cash in Banks	25,625.20	17,958.02
Cash on Deposit with Stock Broker	76,211.75	7,186.98
Notes Receivable	340,034.63	276,870.33
Funds Held by Others	32,562.86	32,562.86
Stocks and Bonds	3,023,120.84	3,542,228.21
Real Estate	59,215.38	59,215.38
Accounts Receivable	1,238.55	
	<u>3,558,009.21</u>	<u>3,936,021.78</u>
Add: Due from Other Funds	120,662.92	16,009.45
	<u>3,678,672.13</u>	<u>3,952,031.23</u>

*Plant Funds*

Land	308,299.34	308,299.34
Buildings	6,789,044.89	6,803,379.92
Equipment	656,589.94	670,741.59
	<u>7,753,934.17</u>	<u>7,782,420.85</u>
Deduct: Due to Other Funds	521,289.95	
	<u>7,232,644.22</u>	
Total Assets	<u>\$12,604,975.58</u>	<u>\$13,083,404.98</u>

### *LIABILITIES*

<i>Current Funds</i>	1969	1970
Accounts Payable	\$ 182,493.21	\$ 163,433.37
Funds Held for Others		23,424.18
Funds Held for Governmental Programs	19,240.15	67,720.71
<b>Total</b>	<b>201,733.36</b>	<b>254,578.26</b>
 <i>Loan Funds</i>	 .00	 .00
 <i>Endowment Funds</i>	 .00	 .00
 <i>Plant Funds</i>		
Note Payable	790,000.00	750,000.00
<b>Total Liabilities</b>	<b>991,733.36</b>	<b>1,004,578.26</b>

### *FUND BALANCES*

Current Funds—Restricted	555,057.30	591,131.28
Current Funds—Unrestricted	856,415.22	421,475.56
	1,411,472.52	1,012,606.84
Loan Funds	80,453.35	81,767.80
Endowment Funds	3,678,672.13	3,952,031.23
Plant Funds	6,442,644.22	7,032,420.85
<b>Total Fund Balances</b>	<b>\$11,613,242.22</b>	<b>\$12,078,826.72</b>
<b>Total Liabilities and Fund Balances</b>	<b>\$12,604,975.58</b>	<b>\$13,083,404.98</b>

# REVENUES AND EXPENDITURES—CURRENT FUNDS

Fiscal Year Ended May 31, 1970

## EXPENDITURES

	1969	1970
<i>Educational and General</i>		
Administrative and General	\$ 517,029.04	\$ 507,207.50
Instruction	1,022,414.43	1,071,608.29
Academic Dean and Registrar	45,933.63	69,038.20
Sponsored Programs	28,609.57	30,619.99
Library	162,760.90	158,275.48
Maintenance and Operation of Educational Plant	152,451.80	180,173.80
Federal Grant Programs	93,652.86	135,783.71
Organized Activities (Intercollegiate Athletics)	67,457.98	116,247.24
	<u>2,090,310.21</u>	<u>2,268,954.21</u>
<i>Student Financial Aid</i>		
Scholarships and Grants	<u>132,903.03</u>	<u>207,929.23</u>
<i>Auxiliary Enterprises</i>		
Food Service	316,624.42	324,622.13
Residence Halls	171,637.15	255,795.80
Rental Properties	15,978.10	18,463.41
	<u>504,239.67</u>	<u>598,881.34</u>
<b>Total Expenditures</b>	<u>2,727,452.91</u>	<u>3,075,764.78</u>
<i>Revenues in Excess of Expenditures</i>	33,421.48	140,961.52
<b>Totals</b>	<u>\$2,760,874.39</u>	<u>\$3,216,726.30</u>

## REVENUES

### *Educational and General*

Student Fees	\$1,624,640.30	\$1,788,134.45
Endowment	126,384.25	132,676.54
Donations	121,484.27	153,234.45
Collections on Accounts Charged Off	2,848.39	2,943.64
Dividends and Interest	37,096.18	102,186.81
Federal Grants	52,760.90	176,532.66
Salary Supplement Grants	20,000.00	2,500.00
Restricted Funds Released	10,806.56	40,258.02
Profit on Sale of Stocks	4,110.41	7.06
Miscellaneous	26,543.80	20,444.35
Organized Activities (Intercollegiate Athletics)	41,031.33	20,312.95
	<u>2,067,706.39</u>	<u>2,439,230.93</u>

### *Student Financial Aid*

From Restricted Endowment Income	27,653.01	37,333.84
From Athletic Grants	10,852.84	10,628.65
	<u>38,505.85</u>	<u>47,962.49</u>

### *Auxiliary Enterprises*

Food Service	354,334.65	349,517.36
Residence Halls	266,033.69	330,834.89
Rental Properties	34,293.81	49,180.63
	<u>654,662.15</u>	<u>729,532.88</u>

<b>Total Revenues</b>	<u><b>2,760,874.39</b></u>	<u><b>3,216,726.30</b></u>
<b>Totals</b>	<u><u><b>\$2,760,874.39</b></u></u>	<u><u><b>\$3,216,726.30</b></u></u>

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NOVEMBER, 1970

# GUILFORD

COLLEGE BULLETIN

SPECIAL ISSUE

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## Programs at the Downtown Campus

For the third year enrollment continued to increase at the Downtown Campus. An average of 740 students were registered in college credit programs during the fall and spring semesters with an average of 425 full-time equivalent students.

The management, mathematics, and other departments made extensive use during the year of an IBM 1050 computer terminal installed at the Downtown Campus and connected directly to the computer center at the North Carolina Research Triangle. A National Science Foundation Grant of \$6,500 for a two-year period assisted materially in this upgrading of computer facilities.

In its second year, the federally financed Law Enforcement Education Program continued to be vigorously active with a total of 92 students enrolled. Eighty-six of these were in-service part-time students who were employees of municipal police departments, sheriff departments, court systems, and other agencies. Six were full-time preservice registrants who intend to go into law enforcement work after graduation.

The program of noncredit courses was continued with special interest being shown in the art group, taught by a professional artist. The group now maintains a permanent exhibit of its work in the first floor main hallway of the Downtown Campus.

## Faculty

One of Guilford's strongest assets is its core of experienced professors and a growing contingent of younger professors who possess excellent academic credentials and who devote themselves tirelessly to excellence in teaching. The Guilford faculty is well-trained, stable, varied, and committed to making the college a vigorous and open community of learning. Faculty turnover is very low and morale is reasonably high.

**1. Professional Growth:** Many professors have attended professional meetings during the year, some have read papers, and a goodly number hold office in their professional societies. Every department has been represented at professional meetings.

**2. Publications:** Articles were published by the following: Hiram Hilly, James F. Gifford, Earl W. Redding, Lewis R. Aiken, J. Floyd Moore, Herbert L. Poole, and Herbert T. Appenzeller.

**3. Book Reviews:** Cyrus M. Johnson, Alexander R. Stoesen, Louis B. Fike, William A. Carroll, John C. Grice, Katherine H. Sebo, and J. Floyd Moore.

**4. Books:** Lewis R. Aiken, Jr., Ann F. Deagon, Mary B. Feagins, John Pipkin, Paul Zopf, and William C. Burns.

**5. Papers Read at Professional Meetings:** Henry G. Hood, Jr., Earl W. Redding, John Rundell, James C. McMillan, Emily E. Huntley, Katherine Montgomery, Khamis Abdul-Magid, Lewis R. Aiken, Jr., Kenneth Kaufman, and Jerry Godard.

In addition, many professors have given lectures in the community to church, social, political, and educational groups.

The following persons were appointed to the faculty for the 1971-72 academic year:

Mohammad A. Akhtar, Assistant Professor of Economics

B.A. Government College, Lahore, West Pakistan

M.A. Forman Christian College, Lahore, West Pakistan  
Ph.D. University of South Carolina

Wesley T. Andrews, Assistant Professor of Management  
A.B. Duke University

M.B.A. University of North Carolina at Chapel Hill  
Ph.D. program at UNC-Chapel Hill at present

Leslie G. Carr, Assistant Professor of Sociology  
B.A., M.A. University of Alabama

Ph.D. candidate University of North Carolina at Chapel Hill

Vincent C. Watson, Visiting Professor of Political Science

A.B., M.A. University of Georgia  
Ph.D. Northwestern University

Post-doctoral study and research Indian School of International Studies, New Delhi, and University of California at Berkeley

Bruce L. Wilson, Associate Professor of English  
B.S., M.S. Kansas State University

Ph.D. University of Minnesota

With the beginning of the fall term 1971, the percentage of earned doctorates on the Guilford faculty was 54%, with the prospect of 60% holding this degree by fall of 1972. Many able and highly-valued teachers do not hold this degree, but we are also proud of Guilford's progress in attracting able professors who do.

There are 93 full-time faculty members and 29 part-time, giving the college a student-faculty ratio of slightly less than 15 to 1.

## Student Personnel Services

Last spring Guilford gave much thought to redesigning the structure and procedures of its Student Personnel Services.

With the opening of college in the fall of 1971, Guilford began a program designed to provide a better understanding of the nature and responsibilities of community life. In broad outline, it will attempt to build a "value tradition" in each of the dormitories and on the entire campus generally. It includes establishing programs to build student understanding of the dynamics of effective and responsible social organization, thereby creating an appreciation of and allegiance to the ideals of community life. Residence Hall Coordinators with professional training live in the larger dormitories, aided by paid student interns. Preliminary evaluations indicate strong student interest in the new arrangement.

## Financial Aid

Guilford College students pursued their academic programs last year with a total of \$352,000 in financial aid sources outside the family. About 30% (413) of the overall full-time equivalent student enrollment (1,390) received financial aid during the year. On the main campus 41% (394) of the 956 students received assistance.

Federal Educational Opportunity Grants (EOG) totalling \$19,000 enabled 29 students who demonstrated exceptional financial need to attend Guilford College last year.

National Defense Loans provided \$85,800 to 157 students for an average of \$544. Scholarships and other grants were made in the amount of \$92,000. Outside sources (State Loan Programs and the United States Air Force Plan) provided \$32,000 for 42 students.

Vocational Rehabilitation Grants, Veterans Administration, area scholarships, and teacher scholarship loans amounted to \$20,000 and aided 30 students.

Julian Price II made a significant addition to the financial aid program through his gift of \$10,000 for the 1970-71 year and \$50,000 to be used in 1971-72. Much of the \$10,000 was used to enable foreign students to attend Guilford.

## Placement

Placement activity for seniors lessened from the previous year, largely as a result of the continued slowdown in the national economy which has resulted in decreased employment needs. A total of 250 interviews was scheduled with 72 companies and school systems.

To offset the depressed job market, the placement officers of Greensboro College, A&T State University, the University of North Carolina at Greensboro, and Guilford College joined to set up a procedure whereby seniors from all four schools could interview companies at any school. These interviews were limited to those companies which visited only one campus. This process worked smoothly and the operation will be continued.

## Trustees

Two new members joined the Board of Trustees during the preceding academic year. Elizabeth Parker, former member of the Guilford College Board of Visitors and Guilford alumna from George, North Carolina, and Edwin Bescherer, long associated with Bell Laboratories in Greensboro and for three years chairman of the Guilford College Board of Visitors. Both of these members add significant strength to the Board of Trustees.

## Ongoing Development Operations

The total of gifts and grants received during the 1970-71 academic year was \$421,226.82. This will move Guilford's five-year average annual performance from \$494,199 a year to an average in excess of \$515,000 per year. Our progress over the past several years is upward, but we are far from realizing the potential of gift income for Guilford.

**The Loyalty Fund for 1970-71** Although the Loyalty Fund was down from the previous year in the total amount pledged, actual receipts increased. Gifts and pledges from 1,328 donors totaled \$72,205.50 during the 1970-71 fund drive. In 1969-70, 1,329 donors contributed \$76,207.41 for unrestricted purposes.

**The Board of Visitors of Guilford College** In November 1971, the Board of Visitors held its fourth annual fall meeting. Elected to serve as members of the executive committee for 1971-72 were: Ralph P. Edwards, chairman, Joseph W. Gawthrop, vice-chairman, and Mrs. Joan Bluethenthal, secretary. They succeed Edwin A. Bescherer, John Harden, and Carl O. Jeffress to their respective posts. Four members-at-large were elected to the board's executive committee. They were: Hal G. Worley, Mrs. Marietta Forlaw, Frederick D. Cundiff, and Mrs. Charles E. Hayworth.



This committee continues to be very active; its monthly meetings with faculty and students and its service as a sounding board for administrative ideas have been of great value to the college.

Members of the Board of Visitors continued and increased their financial support of the college during the year. Not only has this accomplishment directly helped Guilford, but the college has also benefited from the efforts of the Visitors to interpret our educational programs to various persons and groups through their many associations and contacts.

## Guilford's Ten-Year Development Program

In 1969, plans were implemented for Guilford's Challenge for the 1970s program. This ten-year development program is now in its third year of operation. Progress to date toward meeting objectives of the college master plan is as of December 31, 1971.

	Objectives (1970-1980)	Achievement in Pledges	Total Achievement in Payments
Capital Support	\$ 8,660,000	\$1,511,421	\$ 815,274
Annual Current Support Operations	3,600,000	651,182*	643,861
Deferred Giving Program	4,915,000	161,883**	150,358
TOTALS	\$17,175,000	\$2,324,486	\$1,609,493

\* Includes \$14,685 pledged toward annual current support objectives which resulted from Challenge program solicitation.

\*\* Includes \$48,091 toward deferred giving program objectives which resulted from Challenge program solicitation.

The Loyalty Fund is an integral part of adopted major fundraising plans for the decade.

**Major Gifts by Source/Purpose: 1970-71\*** Several major corporate and corporate foundation grant commitments were made known to Guilford College during the year, some fully paid and others to be paid over two or more years. The Jefferson Standard and Pilot Life insurance companies made substantial payments toward funding the Jefferson-Pilot Professorship, which will provide a much needed salary-supplement endowment. The Burlington Industries Foundation made substantial payments toward its major gift commitment to help fund construction of the new science wing addition to King Hall. Other major gift commitments received for King Hall came from the High Point Bank and Trust Company, \$17,000 to fund the cost of a geology laboratory, and from the Home Federal Savings and Loan Association of Greensboro.

With the Jefferson-Pilot Corporation and Burlington Industries, as well as many other firms, supported Guilford generously through their matched tuition or matching gift aid-to-education programs. In this year from other corporate sources included major gifts from the Western Electric Fund, the Sears-Roebuck Foundation, Williams Steel Company, the Esso Education Foundation, the North Carolina National Bank Foundation, Wachovia Bank and Trust Company, Perpetual Savings and Loan Association, and the BC Foundation of Cone Mills Corporation.

Restricted operational support grants from state and national firms with locations in North Carolina were received through the North Carolina Foundation of Church-Related Colleges. Guilford's have exceeded \$34,000 for 1970-71.

Scholarship support was received from the Sigmund Sternberger Foundation. Operational support was provided by Anna Lord Gauss of the Ivy Fund and by the Florence Sherman Foundation. The W.K. Kellogg Foundation announced to Guilford this past spring that \$5,000 would be given toward the college's acquisition of library holdings in environmental resource materials. At midyear, Guilford received \$22,496 from the Greensboro Foundation and \$6,500 from the Danforth Foundation toward the consortium. Guilford received several major gifts from alumni and friends over and above their support through the Loyalty Fund annual giving program. Lunsford Richardson, Jr., '45 pledged \$50,000 toward the King Hall science addition; Julian Price II '69 gave \$60,000 for student financial aid, of which \$10,000 was used during the 1970-71 academic year with the remaining \$50,000 allotted to 1971-72.

The college also welcomed major gifts from Henry G. Hood, Jr., Ed Mendenhall, Sidney Tomlinson, Jr., Joseph J. Cox, Charles F. Myers, Jr., Eulys R. Troxler, M.D., Robert G. Woodhouse, W. L. Beamon '32, William P. Kemp, Jr., John C. Whitaker '11, Herbert T. Ragan '37, Mrs. Rembert W. Patrick, Claude C. Shotts, Charles A. McLendon, Stanley Frank, E. Kidd Lockard, Hugh W. '20 and Alma C. Moore '20, Rufus White, George D. Finch, James H. Styers, David H. Parsons, Jr., '33, Mr. and Mrs. T. M. Stanback, Mrs. Alyse Smith Cooper, J. Roscoe Adams '28, Edwin P. Brown '26, and Joseph McKinley Bryan, Jr., '60. Support from other sources included generous gifts from the High Point Friends Meeting and other monthly meetings of the North Carolina Yearly Meeting of Friends.  
\* June 1, 1970 to May 31, 1971.

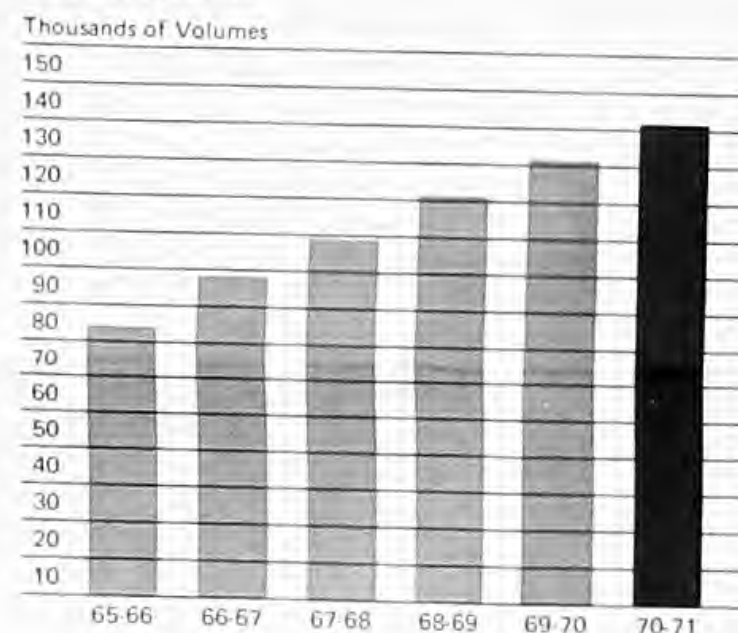
## Campus Physical Improvements

Major physical improvements at Guilford College have included the completion and dedication of King Hall and the creation of a new Student Personnel complex of offices on the main floor of the 1968 Dormitory. King Hall is proving to be, as was anticipated, a major boon to science instruction at Guilford College. It provides flexible new office arrangements for science personnel and up-to-date laboratory facilities. At the same time that the new construction was under way, existing classrooms and laboratories in the older front wing were completely modernized with new equipment and the installation of air conditioning. Guilford's science facilities are second to none in the state among colleges of similar size.

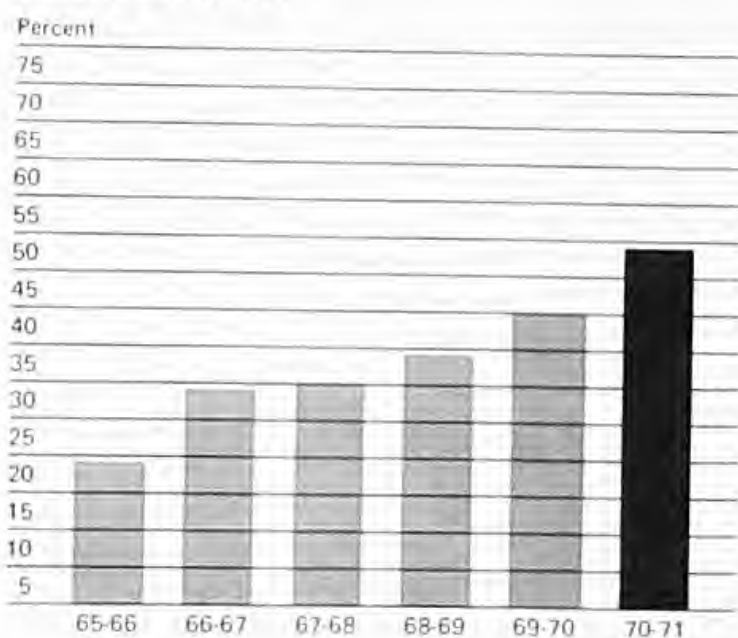
The relocation of the Student Personnel facilities in the 1968 Dormitory already has proved to be a wise move. Student traffic into these offices has greatly increased, and the fact that it is located in the student residence area seems to be having a beneficial psychological effect upon students. The Development Office has now moved its entire operation from its former location in George White Hall to offices in the administration building formerly occupied by Student Personnel. Much will be gained, we think, from having these offices clustered together.

Routine maintenance of the campus was carried on during the summer months, with particular attention being given to refurbishing Mary Hobbs Hall. A campus fire alarm system was installed during the summer, following trustee approval of this expenditure.

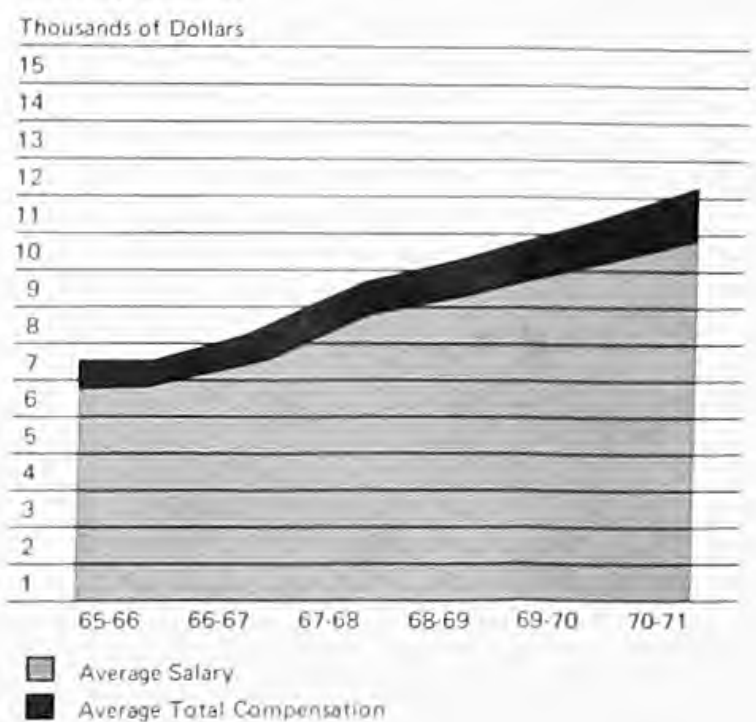
## Library Growth



## Faculty Doctorates



## Faculty Salaries





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